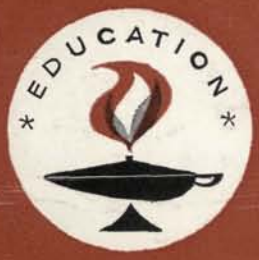
Saturday Review

JULY 21, 1962 / 25¢



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By Mauritz Johnson, Jr.

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English Teachers' Dilemma

By Mario Pei

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By Adlai Stevenson

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By Sidney Warren

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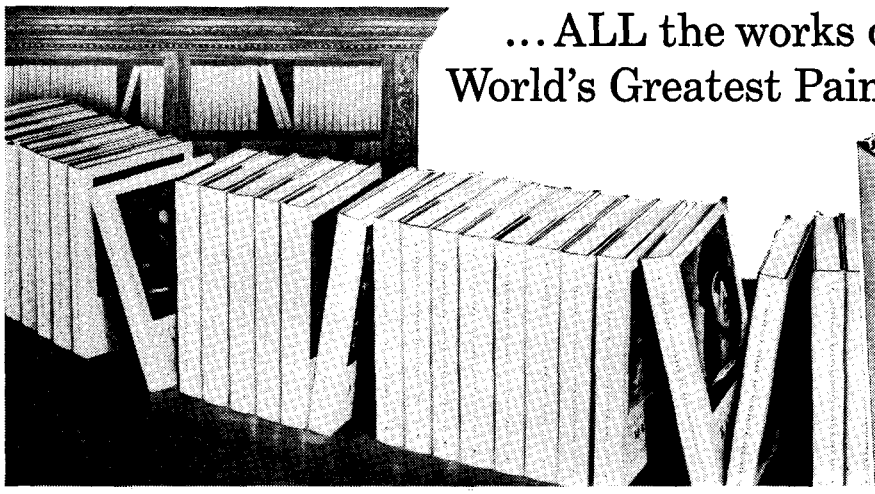

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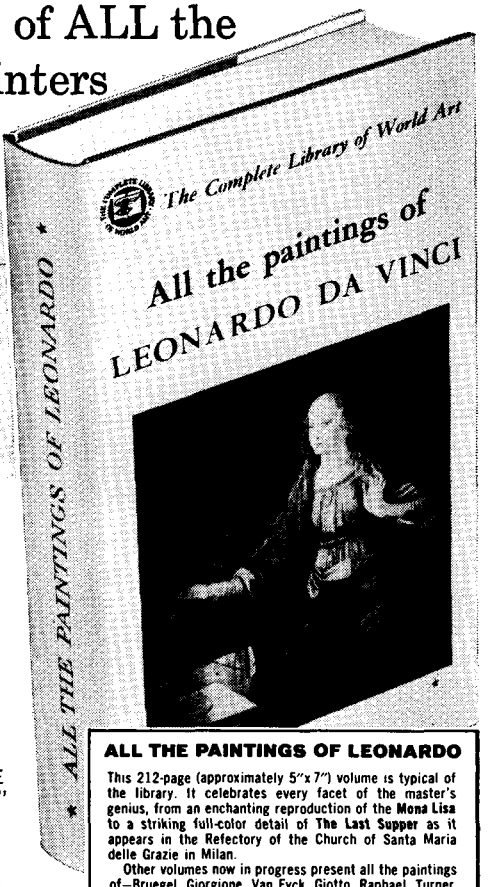

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The problem of titling a book has always fascinated me. Quite often one is faced with a choice between something flashy and irrelevant and something else descriptive and jaw-breaking. And good titles don't just materialize; they're the product of endless arranging and rearranging of phrases until, if you're lucky, you emerge with a phrase that says what the book's about in a way that people can remember.

One title that especially intrigues me is "Certain Aspects of Moral Courage," a new book that appeared the other day. Picking it up, I thought, "Why *certain aspects*? Why not just call it *Moral Courage*?"

As it turns out, there's a very good reason for the extra qualifiers. Sir Compton Mackenzie, who wrote the book, has found himself intrigued by some special attributes of man, notably the ability to ignore public censure to uphold a principle. Among the people he cites as examples are Edward VIII of England, Socrates on trial, and the few—the very few—friends who stood by Oscar Wilde during and after his two trials.

Sir Compton notes many others, famous and unknown, who have displayed the "Certain Aspects of Moral Courage" that he admires. He has known a surprising number of them personally over the years of a remarkable career that has occupied well over half a century. In the grand tradition of British intellectuals, Compton Mackenzie is a man whom time has mellowed but never suppressed. From the conviction, the fire and the intelligence displayed here, I'd call Mackenzie himself a good example of moral courage.

L. L. Day

EDITOR-AT-LARGE

"Certain Aspects of Moral Courage" ($4.50), by Sir Compton Mackenzie, is published by Doubleday & Company, Inc., 575 Madison Avenue, New York 22, N. Y. Copies are available at your local bookseller or from any of the 30 Doubleday Book Shops, one of which is located at 6315 York Road, Baltimore 12, Maryland.

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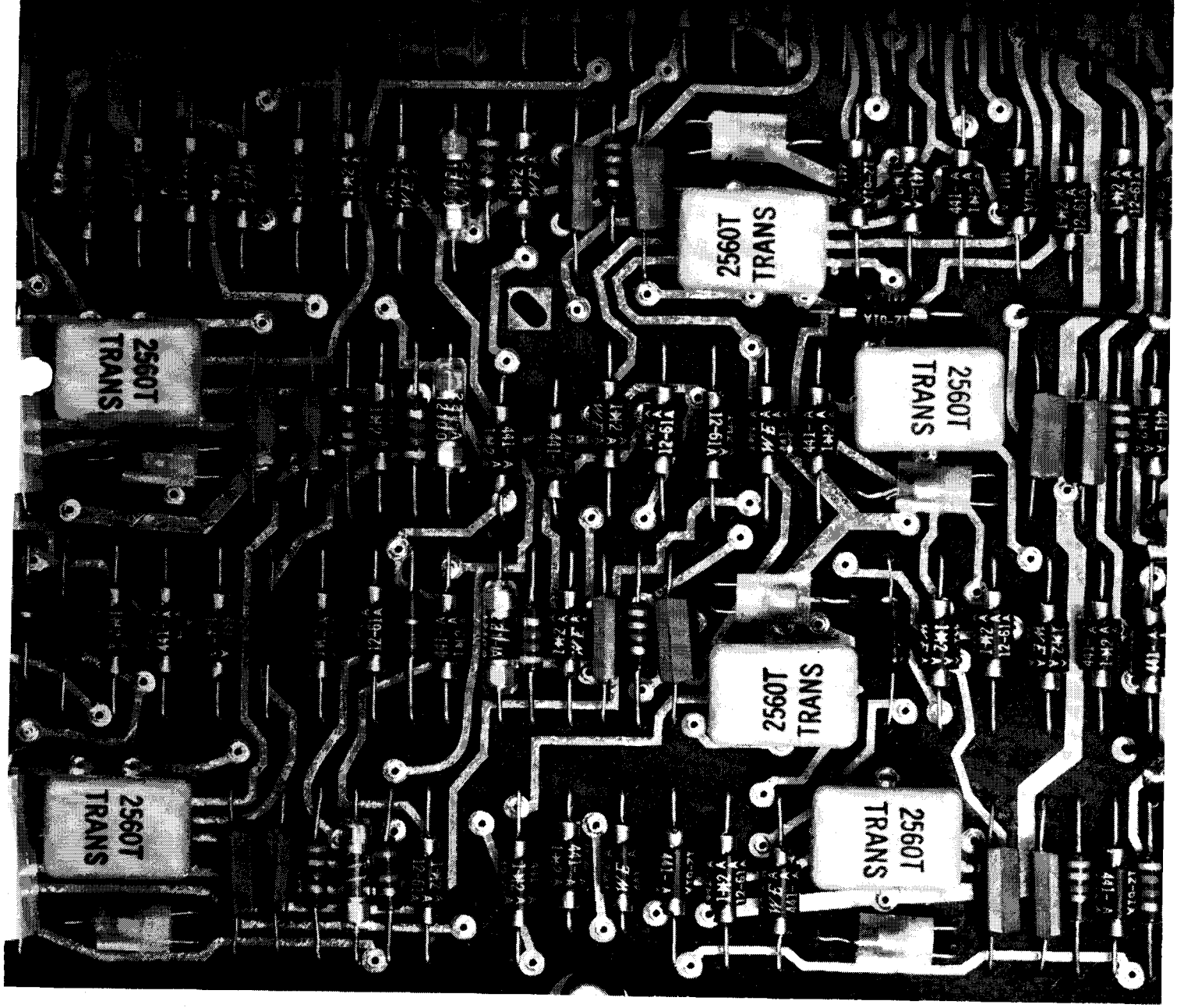

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Words and Music

Edited by Martin Levin

MOMENT MUSICALE

I AM a music lover. I say this with some astonishment since my early musical education was designed to make me detest a decibel in any form.

I will say nothing of my first piano teacher, whose pedagogic methods included hurling a salt shaker at my head when I mangled the music. He had sensibilities. I offended them. Fair enough.

My next piano teacher, a mild and gentle fellow, was a musical mystic who, in any legato passage, would hold a long note with one finger and rapidly wiggle it back and forth on the theory that he was applying a vibrato to the string. Even at the age of seven I knew this was mechanically impossible, but how could I discourage him from trying to play the violin on the piano?

I went from him to a little old woman who taught me "Galops" (including the "Firehouse Galop") and "Morceaux de Salon." This good lady held firmly to the opinion that Cécile Chaminade was living proof that women could slug it out with Beethoven.

But I am thinking now not of my private teachers. I am thinking of the musical education I received in a Civil War heap, since demolished, called Trinity School in New Rochelle. The method chosen to instil in us a love of music was to have us sing. We sang symphonies. We sang overtures. And we also sang:

Nita, Juanita, ask thy soul if we should part,
Nita, Juanita, lean thou on my heart.

The image of Nita leaning on my heart will remain with me forever. I wished she'd stand up straight.

We were invited to love Schubert by singing the famous theme of the "Unfinished" Symphony to these words:

This is the Symphony
That Schubert wrote but never finished.

We also did a rousing rendition of the "Anvil Chorus" which went:

Brightly our ba-a-nners
Now gleam with golden lustre.
(Echo: *Lustre*)

It ended with a patriotic exhortation to achieve peace and union, a sort of amalgam of Mazzini and Washington.

On our own we sang certain extracurricular lyrics that are handed down from father to son, including the classical rendition of "Humoresque":

Passengers will please refrain
From flushing toilets while the train
Is standing in the station,
I love you.

In terms of poesy this is far superior to what the school system offered. That system could do little better than have us sing "Valentin's Aria" from "Faust" as:

Even bravest hearts may swell
In the moment of farewell.

This might be better than Gounod deserves, but could it compare with our private version of the "Toreador" song from "Carmen"?

Toreador,
Don't spit on the floor,
Use the cuspidor,
That is what it's for.

Perhaps my sharpest memory is of our school version of "Donna e Mobile" which we sang as "Woman is fickle." We were, perhaps, seven years old at the time and few of us knew what "fickle" meant. I thought it denoted something scratchy, like burlap, and even then I could not bring myself to think of the various girls in the class, three or four of whom I loved deeply, as scratchy. I'm sure that many of the girls in the class lived in dread of growing up "fickle," and with no hope of a cure.

—Ira Wallach.

• • •

THE ULTIMATE?

MY WANDERING attention has been flagged down by the cumulative effect of seeing the word ultimate applied to a host of advertised products and services. We have—at least, I have—been conditioned to accept "the ultimate in plumbing fixtures" and "the ultimate in dry cleaning" as meaning the finest. But the word is an euphemism at best. My dictionary defines it this way: "to come to or be at an end"; "the last in a train of progression or circumstances"; "incapable of further analysis, division, or separa-

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tion"; and "that which is ultimate; something final."

"Final" did it for me. If I fabricated a refrigerator and labeled it "the ultimate" (or incapable of further analysis), wouldn't I be admitting that I couldn't improve it? By the same token, "the ultimate in exterminator service" would indicate that I had no intention of trying to kill bugs any faster in the future. Is this progress?

For a while, I thought the word penultimate might be a happy substitute. It's defined as "last but one." Also, there's "penult," derived from *paene* (almost) and *ultimus* (last), or, loosely, "almost the last." Figuratively, they would imply that what I'm doing is almost the best but not quite; next year I'll do better and the year after that, boy, what a train of consequences if I keep on the ball. Literal translations, however, punch "penultimate" and "penult" full of holes. They might be nicely alliterative for, say, "The Penultimate in Penal institutions" or "The Penult in Peanuts" but they would still mean "almost the last"—clearly a sign of impending failure, followed by bankruptcy, people out of work, another Depression, chaos.

You may think this is none of my business, but I would like to see the word ultimate dropped from Madison Avenuese because I trust, for the sake of American industry, that I am not the ultimate consumer.

—GURNEY WILLIAMS.

• • •

LINES TO A LONELY GALLBLADDER

In my salad days of grace
When I was all of one piece,
Complete as a cucumber
If you please,
And all my seeds in proper place,
I sang a joyous song: "Togetherness"
I sang, and all my organs rang
In closest harmony.

But a fool and his stomach
Are soon parted, my father
Often said,
And now my body calls sadly
To its distant parts:
"Allhee! Allhee!" I hear the cry,
For in some unmarked grave
My worn appendix does recline;
A slice or two in far off Maine,
While down in old Tucson,
A sainted stone I pine.

Thus scattered to my ill
And restless wind,
I have these tiny tombs of me.

Oh, blessed be they who cease
And go to their Maker whole in peace.

—L. W. MICHAELSON.

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by Ray Hauserman

HERE is the inspiring biography of one of the world's great spiritual leaders—a man of extraordinary intelligence and keen insight—a physician, a scientist, a mystic, and a man of love and service in the tradition of Gandhi and Schweitzer.

Thakur lives in India, in the province of Bihar, and is well known throughout Asia as a towering spiritual leader. OCEAN IN A TEACUP introduces this remarkable teacher and his ideas for the first time to American readers.

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OCEAN IN A TEACUP "is told with such charm and simplicity, and yet it embodies ideas so challenging that people will find themselves thinking about this holy man again and again."—VIRGINIA KIRKUS

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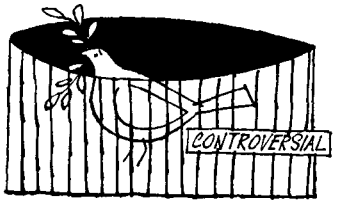
TRADE Winds

WE HOPE THAT a recent advertisement for the movie "The Sky Above—The Mud Below" doesn't turn out to be a prophetic wind sock pointing in the direction human destiny is taking. The ad quotes from a critic's report: "Savage tribes live like animals, their women suckle their babies and piglets, they are cannibals drinking human blood and performing human sacrifice! Highly recommended!"



BLOOD-CURDLING ATTITUDES are evident in other parts of the spectrum. The new weekly newsletter *William Winter Comments*, which is dedicated toward a more sane world in the face of nuclear insanity, quotes a pungent observation by Herb Caen, a San Francisco columnist read far beyond his native boundaries.

Referring to students and peace movements, the dean of a local college told Caen: "Peace is a dangerous subject these days, and these kids don't know what they're getting into. I wouldn't want to see them used—you know. After all, peace is very controversial."

"If everybody were against it," Caen asked, "it would no longer be controversial?"

"Well," replied the dean, "it would be nice if everybody were for it, but let's face it, everybody isn't for it."

Caen's conclusion: "Let's face it. A depressing conversation."

STRENUOUS EFFORTS on the part of some sponsors and network executives aside, television continues to present a depressing picture. Our Mystery Correspondent in Hollywood has sent in a convenient memory card designed to save the eyes of viewers who are sated with the current crop of clichés dominating the air. "All you have to do is memorize the following, and you'll never have to watch the shows," writes the correspondent.

BEN CASEY: "Well, Ben Casey, here's another pretty mess you've made for the hospital."

NAKED CITY: "Adam—headquarters has my head in a noose, and yours is right there with me!"

THE DEFENDERS: "Dad—don't you think you're getting yourself too involved with this case?"

ROUTE 66: "Say, this looks like a pretty little town. Let's pull over."

THE TELEVISION SCENE has become so easy to define that producer Bert Granet is able to sum it up in one simple couplet which he dedicates, along with the footnotes, to Newton P. Minow:

Doctor[1], lawyer[2], indian chief[3]
Richman[4], poorman[5], beggarman[6], thief[7]

For his footnotes, he includes:
[1]Dr. Kildare, Ben Casey, Medic, Young Dr. Malone.
[2]Perry Mason, Defenders, Law and Mr. Jones.
[3]Broken Arrow, Cochise, Rifleman, Wagon Train.
[4]Millionaire.
[5]Beachcombers, Adventures in Paradise.
[6]Robin Hood.
[7]Untouchables, Detectives, Asphalt Jungle, 87th Precinct.

SPEAKING OF PIGEONHOLES, there are problems connected with the trend toward more motion pictures in the "adult" category. Bobby Blumenthal, a high school senior in New York, observes that since all persons under eighteen are excluded from "Lolita," Sue Lyon, the young star of the film, is unable to see her own picture.

THREE MOTION PICTURE STARS just able to squeeze by the age requirements for admisson to "Lolita," Joan Crawford, Marlene Dietrich, and Bette Davis, have each published a spanking new book. Joan Crawford, now an active member of the board of directors of Pepsi-Cola, has written "A Portrait of Joan" (Doubleday) with Jane Ardmore. The title of Marlene's book is "Marlene Dietrich's ABC" (also Doubleday). Two of her pithy observations on her life and times are: ARROGANCE—On some people it looks good. CREDIT SYSTEM—The American Tragedy. Bette Davis, always considered the actor's actor, tells in her book, "The Lonely Life," of the work and personal sacrifice she went through to reach the top.

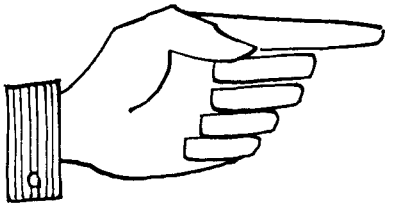
ALTHOUGH IT'S AWKWARD to quote people who quote people, all should be credited for passing a good quip along. Muzak's Stan Warren sends us a clipping from *Variety*, which is well known for its telegraphic headlines. It quotes San Francisco *Examiner* columnist Dick Nolan, who in turn quotes Jim Flood, who in turn revived the hypothetically perfect headline for *Variety* readers. For a news story about some shipwrecked sailors on a raft who regretted the fight they had over a fish they caught, the perfect headline would run: RE RAFT RIFT: RIFF-RAFF RUE RAW ROE ROW.

Are there any more of those we've missed?

NO ONE WILL DISPUTE the legal ability of Louis Nizer, especially after his brilliant trial victory as attorney for John Henry Faulk, the commentator smeared so viciously by a blacklisting organization known as Aware, Inc.

But Sol Feuerman, of New York, points out that Mr. Nizer loses a point in question in a quotation emblazoned on a recent advertisement for his book "My Life In Court." The quote in the headline reads: "When a man points a finger at someone else, he should remember that four of his fingers are pointed at himself."

Mr. Feuerman notes that when the forefinger is extended there are only *three* fingers pointed back. A man would have to be double-jointed to get his thumb pointed back, too.



IT MAY BE OF SOME COMFORT to know that, with all the problems we humans have, animals aren't without theirs. Romney Brent, the actor-director, tells us that his cat was returned from the kennels recently after a successful alteration process. But Mr. Brent's maid, studying the postoperative gloom which seemed to have descended on the cat, said: "Mr. Brent —I'm afraid that cat misses himself!"

—JOHN G. FULLER.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1476)
M. KENNEDY:
THE FORGOTTEN SMILE

"She says you must come back. You'll be in danger if you don't. . . . The hens say so," observed Freddie impatiently. "It all depends on the way they turn their heads when they cluck in the morning."

"What useful hens!"

"They are indeed. Quite a third of what they say comes true."

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Manner of Speaking

NAMING OF PARTS: The small fry who ride in our back seat are easygoing plagiarists, forever ready to take credit for phrases they pick up from their pals. I don't know, therefore, whether they were passing on someone else's imagination or were themselves touched by happy metaphor, but I am pleased to pass on from them the definite nomenclature for that bump on top of police cars: it's a Bubble Gum Machine.

TESTING: I am pleased to pass on, too, another bit of poetic aptness, this time beginning with synthetic emeralds. One of my wife's chums arrived wearing an enormous green rock (synthetic) and full of impassioned information about emeralds in general. She had not only acquired a synthetic stone; she had been converted to it as to a vocation. Her voice was all excitement as she told how perfect and how inexpensive the synthetics were. And she twittered like a morning-tree full of birds as she detailed how the synthetics had dimmed the magic luster of famous jewel collections and knocked the bottom out of the emerald market.

So perfect are the synthetics, she explained, that there is only one way of telling them from the real thing. I have not, I must report, been able to verify her account of the test. The lady was zealous enough for all inaccuracy, and one must always allow a margin of error for zeal. Nor has the local jeweler, a man of no visible zeal whatever, been any help. He didn't know and he didn't care. "Ain't sold an emerald since I opened for business," he said in a voice that wanted to be chewing a toothpick and that dismissed the whole subject from the range of human interest.

I cannot, therefore, certify the lady's accuracy. But if what she told me is not entirely true of emeralds, it is better than true as a parable of the way we all live.

Don't ask me why. I don't exactly know. Yet had I gone to the Cumean Sybil to ask a question about our foreign policy, our farm support prices, the Bureau of Internal Revenue, or the way everyone seems to be living these days, and had she given me that test as her oracle, I would certainly have gone away pondering it as a dark mystery, persuaded that I carried a veiled but near-ultimate truth in my mind.

The test itself is a simple one. If you want to know which stone is synthetic and which is real (so ran her account), heat both stones to some prescribed temperature ("I don't know what temperature but I guess it must be pretty hot."), and give them a tap with whatever one taps emeralds with.

The one that breaks is the real one.

CATCH-22: I had just begun to ponder the oracle of the emerald when I found myself reading Joseph Heller's "Catch-22" and stayed up till seven the next morning to finish it. Not only is it an unbreakable nonsynthetic gem of a really funny, really sad book, but, like emerald testing, it makes the truth irrelevant by being better than the truth.

There is, of course, a catch to everything. In that state of surrealism we call the armed forces, the catch-all catch is Catch-22. Heller describes Catch-22 in a scene between Captain Yossarian, his bombardier hero who is moved by an urgent concern not to die for his country, and Doc Daneeka, the flight surgeon. Yossarian is asking, for the twentieth-plus time, to be grounded.

"You're wasting your time," Doc Daneeka was forced to tell him.

"Can't you ground someone who's crazy?"

"Oh, sure. I have to. There's a rule saying I have to ground anyone who's crazy."

"Then why don't you ground me? I'm crazy. Ask Clevinger."

"Clevinger? Where *is* Clevinger? You find him and I'll ask him."

"Then ask any of the others. They'll tell you how crazy I am."

"They're crazy."

"Then why don't you ground them?"

"Why don't they ask me to ground them?"

"Because they're crazy, that's why."

"Of course they're crazy," Doc Daneeka replied. "I just told you they're crazy, didn't I? And you can't let crazy people decide whether you're crazy or not, can you?"

Yossarian looked at him soberly and tried another approach. "Is Orr crazy?"

"He sure is," Doc Daneeka said.

"Can you ground him?"

"I sure can. But first he has to ask me to. That's part of the rule."

"Then why doesn't he ask you to?"

"Because he's crazy," Doc Daneeka said. "He has to be crazy to keep flying combat missions after all the close calls he's had. Sure I can ground Orr. But first he has to ask me to."

"That's all he has to do to be grounded?"

"That's all. Let him ask me."

"And then you can ground him?" Yossarian asked.

"No. Then I can't ground him."

"You mean there's a catch.?"

"Sure there's a catch," Doc Daneeka replied. "Catch-22. Anyone who wants to get out of combat duty isn't really crazy."

There was only one catch and that was Catch-22, which specified that a concern for one's own safety in the face of dangers that were real and immediate was the process of a rational mind. Orr was crazy and could be grounded. All he had to do was ask: and as soon as he did, he would no longer be crazy and would have to fly more missions. Orr would be crazy to fly more missions and sane if he didn't, but if he was sane he had to fly them. If he flew them he was crazy and didn't have to; but if he didn't want to he was sane and had to. Yossarian was moved very deeply by the absolute simplicity of this clause of Catch-22 and let out a respectful whistle.

"That's some catch, that Catch-22," he observed.

"It's the best there is," Doc Daneeka agreed.

TIMETABLE: To cap a great week in my psyche, I was mining these mysteries when a necromancer of my acquaintance who prides himself on being entirely bipartisan in his bigotry ("I'm just afraid of whichever side is in") drew a frightening timetable for me on the tablecloth of a Gypsy Tea Room down in the village. I can't reproduce his alchemical symbols, nor his astrological signs for attending influences, but beginning with Heliogabalus in conjunction with Hyannis, it comes out to a dark prophecy.

Beginning with 1960, to which he gave the sign of Aries, since legend has it that it was in Aries God placed his newly created Sun, my necromancer predicts eight years of Jack Kennedy (Virgo), followed by eight years of Bob Kennedy (Libra), followed by eight years of Ted Kennedy (Scorpio). Whereupon he added twenty-four to 1960 and came out to 1984, to which he assigned Sagittarius, beside which he wrote in parentheses and in Gothic letters, "BIG BROTHER."

Don't accuse me of being anti-Kennedy. I remain, as I have been, an unconvinced by-and-large Democrat, but with a basic weakness for any man's necromancy when he can draw the pictures for it. —JOHN CIARDI.

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HOW POWERFUL IS THE PRESIDENCY?

By SIDNEY WARREN, *professor of political science at California Western University.*

FOR YEARS we have been hearing that the powers of the American Presidency have been increasing. We have come to look to the White House for an immediate answer to any major problem that arises. We have had warnings about the danger of too much centralization of power in the executive branch of government.

Yet it is doubtful whether anywhere in the world today is executive leadership more hemmed in, more effectively limited by political considerations, more vulnerable to debilitating pressures from within and without, than in the United States. Pressures from the opposing party and from within the President's own party; pressures from Congress, with its power to enact or block Presidential programs; pressures from strongly established departments of government, like the Defense Department and the Atomic Energy Commission; pressures from the press and various agencies of public opinion—all these make the President's job the most difficult and complicated balancing act in the world.

That the Founding Fathers intended to make the Presidency "the vital place of action in the American system," as Woodrow Wilson expressed it, is apparent from a reading of the Constitution. In this office they combined the duties of chief executive, commander in chief of the armed forces, director of the nation's foreign relations, and initiator of legislation. John Adams regarded it as of such eminence that he wrote:

> The duration of our President is neither perpetual nor for life; it is only for four years; but his power during those four years is much greater than that of an avoyer, a consul, a podesta, a doge, a stadholder. I know of no first magistrate in any Republican government, except England and Neuchâtel [a Swiss canton], who possesses a constitutional dignity, authority, and power comparable to his.

While this was an exaggeration of the President's stature at the time, considering the size and influence of the new nation, subsequent national development, the growth of governmental responsibilities, and the influence of the men who have since occupied the office have all enlarged the Presidency to an extent that could not even have been imagined by the makers of the Constitution. To the duties prescribed by the law of the land have been added such roles as party chief, custodian of the economy, and world leader.

At the same time, the world has leaped into an era so complex and in such violent contrast to either the near or distant past that it has become increasingly difficult for the President to stay "on top of events." The fact is that the chief executive of the Sixties must lead his nation through global agitations that are beyond his capacity to subdue; he can only try to control them and prevent disastrous eruptions. President Kennedy was not indulging in mere rhetoric when he declared in his inaugural address: "The great

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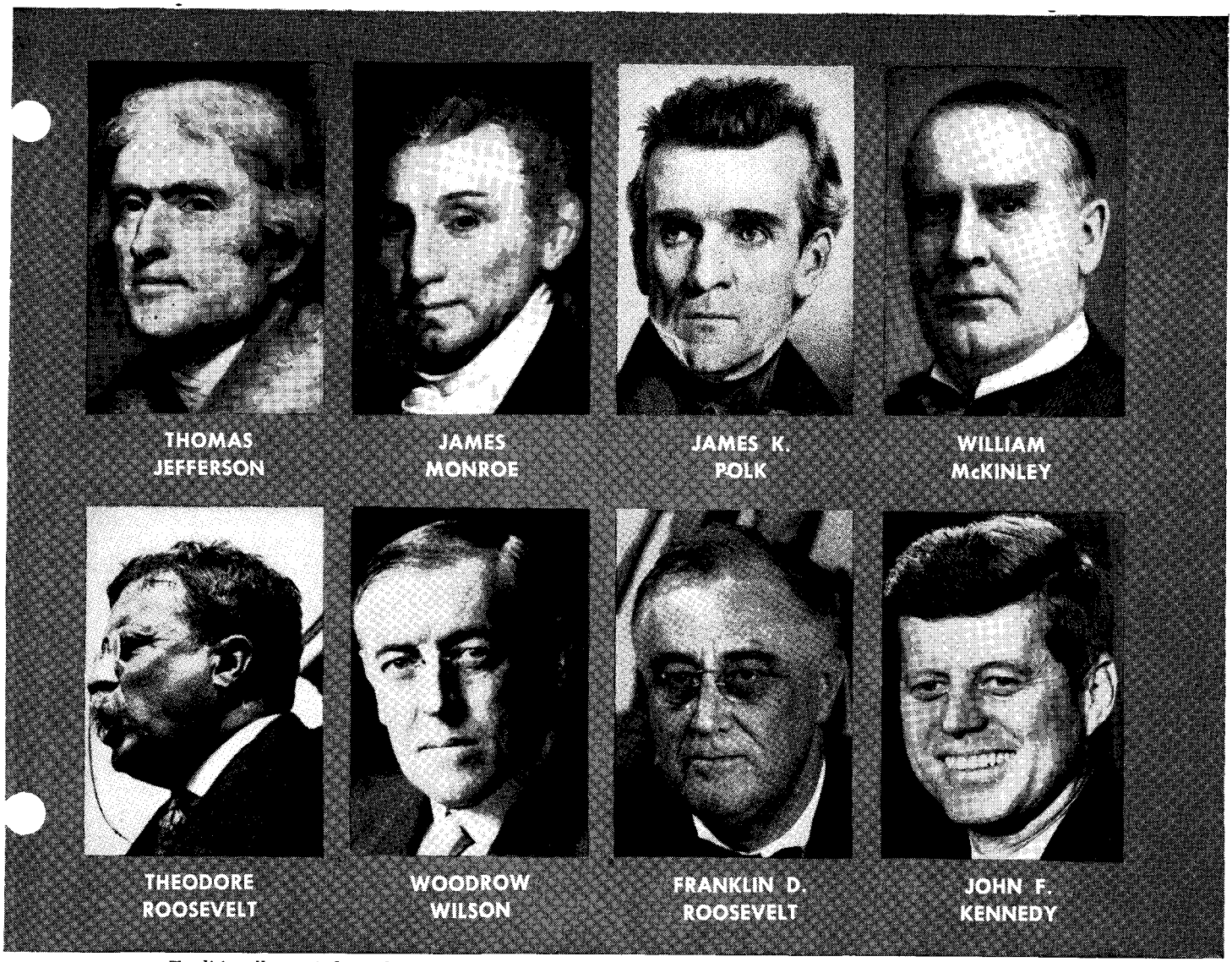

Traditionally, an independent course in world affairs—increasingly, an "emphasis upon cooperation and coalition."

work of the nation will not be finished in the first thousand days, nor in the life of this administration, nor even perhaps in our lifetime on this planet."

By contrast, within the nineteenth century, the United States was able without too much stress to achieve its national objective of preserving independence, developing its resources, expanding the continental limits, and increasing the nation's influence as a member of the international community. And the means employed was simply disengagement from the politics of European power.

Disengagement did not imply passive withdrawal from the affairs of the world. On the contrary, our Presidents were diligent and active in exploiting any circumstances that would strengthen the nation's security and increase its opportunities to develop. Jefferson's purchase of the Louisiana Territory, Monroe's Doctrine, and Polk's war with Mexico are a few examples. Contributing to the Presidential ability to act were our defensive moats, the Atlantic and Pacific oceans; the preoccupation of the European powers with their own involved affairs; and our community of interests with Great Britain.

Even in our own century, as recently as the time of Theodore Roosevelt, America was still free to decide its own course. Convinced that national security would be strengthened by an Isthmian canal, Roosevelt assisted willing Panamanians to foment a revolution, thus making construction of the canal possible. Or he brandished his big stick at designing creditor nations across the Atlantic who desired to penetrate the Caribbean area, and the warning sufficed. By Presidential fiat we assumed the role of policeman of the Caribbean, allocating to ourselves the right to intervene when our interests seemed to require protection.

The Cuban fiasco of 1961 offers an illustration of how infinitely more complicated was the situation which confronted President Kennedy. Communist penetration into Latin America made some response by the United States appear to be necessary and desirable. Yet the President had to consider the American-Soviet power relationship, the impact of Cuba's social revolution upon the peoples of Central and South America, and the views and reactions of the other sovereign members of the Organization of American States.

Compounding the dilemma of statesmanship was the competing and contradictory advice offered the President. One group advocated an all-out invasion backed by American military forces; the other urged no action at all. The former course, even if successful, would have won us the battle but might have lost us the war; the latter had its own risks. As it turned out, the President's solution, a middle course, proved to be the most futile of all. But, considering the possibly unhappy consequences of any action, how much power did the President have to control the situation?

Traditionally, the United States has pursued an independent course in dealing with international problems, preferring unilateralism to collaboration, freedom of action to binding commitments. The requirements of America's

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"...the most difficult and complicated

new leadership in world affairs, however, have necessitated a growing emphasis upon cooperation and coalition. Franklin D. Roosevelt learned how difficult it was to lead an alliance of nations even when engaged in a common military cause. His successors have discovered that in peacetime, although exercising a commanding influence over an international community, they have been subject to still greater restrictions.

At home the President has always been responsible to several constituencies: the government bureaucracy, the party, the national electorate. He has always had to balance the national interest or welfare against sectional and local interests of one kind or another. Now vast international constituencies with competing and conflicting needs have been made part of the equation.

The series of military alliances with which the United States is linked, the reemergence of Western Europe as a vital political and economic force, the commitment of the Afro-Asian nations to a policy of nonalignment, the independent position of the Latin American republics—each factor in its own way circumscribes the President's authority. He is frequently impelled to consult with one or more nations before deciding on some issues, and yet must sometimes refrain from acting after consulting; with other nations he must collaborate even more completely.

These new constituencies far beyond our borders are influential determinants of America's power status; and since American leadership depends upon the support that its friends are willing to give and the respect that its enemies are compelled to acknowledge, the President's range of free choice is narrowed. He must compromise in view of the opposing positions among friends or the intentions or actions of rivals.

FINALLY, there is the United Nations: the world's security structure, its forum, the bar of world public opinion. A President who exercises sound and wise leadership can utilize it as an instrument for reaching and influencing peoples all over the world. The representation which he or his ambassador makes to this body has a direct effect on the prestige of the nation abroad. Today, when popular reactions are a significant element in international power, when the result of the rivalry between Communist and democratic ideologies for the allegiances of the underdeveloped nations may be crucial, the American image is of cardinal importance.

The obligations undertaken by the United States in subscribing to the United Nations charter require not only joint undertakings with other member states in a variety of political and humanitarian endeavors, but also bind us to the decisions that are made. To win support from the many constituent members in a particular situation involves us in a continual process of negotiation and accommodation. In other words, the kind of unilateral action President Polk could take in 1846, in sending troops to occupy Mexican territory during a dispute with that country, or William McKinley half a century later, in taking the country into war with Spain, is no longer possible.

Today the President possesses terrifying military power—the right to order the use of the nuclear bomb. Ironically, however, the existence of the ultimate weapon limits his power to well under that of his prenuclear-age predecessors. For the first time in history the President of the United States must consider the safety not only of his nation but of the entire world. The nature of military technology and the entangled web of international life have drastically altered his perspective. There are no longer any simple panaceas, nor can there be any easy or decisive victories as were possible in the past.

When in 1917 "a little group of wilful men" in the United States Senate filibustered to death a White House proposal to arm merchant vessels, Wilson went ahead and had them armed by executive order. And though he agonized over the possibility of war with Germany, he risked involvement because he was determined to resist the assault on the nation's neutral rights. Franklin D. Roosevelt's conviction that the survival of Great Britain was essential to American security led him to assist her even to the point of war. By executive agreement he effected an exchange of destroyers for British bases and obtained from Congress wide latitude under the terms of the Lend-Lease Act.

Today President Kennedy, in attempting to strengthen the nation's security and its diplomatic position, cannot readily consider force to promote these interests. As an illustration, the direct physical confrontation between Americans and Russians in Berlin prevents the President from risking military action. He can only continue to negotiate.

That the President cannot absolutely control the Berlin situation or other international events is frustrating to the American people, whose history has taught them to regard their nation as invincible. Their inability to accept fully the fact that we live in a revolutionary age of continuing crises and that the times demand a revamping of traditional views cannot help but hamper the President's leadership. To jolt the people out of their conventional views, to make them aware of what Walter Lippmann calls "the intangible realities of international power" is far more onerous than it was for any previous President.

After he had left office Theodore Roosevelt once remarked: "People always used to say of me that I was an astonishingly good politician and divined what the people were going to think. This really was not an accurate way of stating the case. I did not 'divine' how the people were going to think; I simply made up my mind what they ought to think, and then did my best to get them to think it." The issues of his time, however, were immediate, readily comprehensible, and within a familiar frame of reference.

PRESIDENT Kennedy must create an awareness of the new and bewildering fact that the dichotomy between foreign and domestic policy has been all but obliterated in the postwar world. In the past, the nature of our economy was considered to be purely an internal affair, but now our economic health has direct repercussions on our ability to maintain leadership in a world where the race goes to the strongest. Full employment, gross national product, and our international trade balance directly affect our position in the world arena.

Education, which at one time was entirely a matter of local concern, is now very much the President's affair. The present competition with the Soviet Union requires an acceleration in quality and quantity of professional and technical personnel, of higher educational standards for the training of intellectual leaders.

Civil rights for our minorities have similarly become involved with our world position, and here we are perhaps most vulnerable. In the past, the wide gulf between the profession of equal rights and the performance, especially as regards the Negro citizen, may have deeply troubled thoughtful Americans and embarrassed them when they were abroad, but it did not impinge on foreign policy. Today, this internal matter is a crucial factor in

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balancing act in the world."

our relationship with the millions of Afro-Asians whose friendship and support we must have.

The President's maneuverability is also circumscribed by the ideological conflict. The cold war has created issues that involve passionately held doctrinal convictions, and years of suspended peace have exacted a toll. Irrationalities born of fear and frustration have infected segments of the population. Individuals and groups have resorted to the shorthand of slogans and shibboleths—"soft on communism," "better dead than red," "appeasement"—as a substitute for sober discussion and calm analysis. To a considerable extent rigid views and inflexible positions have stifled free inquiry into alternative solutions to certain international problems. Assuming, for instance, that a fundamental change in our China policy would be advantageous to the national interest at this point, could President Kennedy feel politically free to advocate it? Would he not be pilloried by members of both parties in Congress, to say nothing of a large section of the population, and risk the loss of his political leadership if he did so?

To guide public opinion in our time requires the gift of a Pericles, of whom Thucydides said: "Certainly when he saw that they were going too far in a mood of overconfidence, he would bring back to them a sense of their dangers; and when they were discouraged for no good reason, he would restore their confidence." The irony of the President's situation is that while he has instruments of mass communication at his disposal that early leaders would have envied, the task of persuading the people is far greater than it was in their time.

If we live in an age of ideologies, we also live in an age dominated by science. The new military and space technology have made the government heavily dependent on the scientific experts. President Eisenhower formally acknowledged this development when he appointed a scientific advisor to the chief executive. Many of the problems which are within the purview of governmental responsibility are so technical in nature that the layman, even the layman occupying the high office of the Presidency, must bow to the judgment of the professionals.

In this sense he is far less autonomous in arriving at a policy than his pre-World War II predecessors, while at the same time his power is unprecedented. The President of today cannot escape reliance upon experts, yet he alone remains solely responsible for the great decisions of national destiny.

Since World War II the decision-making process has been further complicated by the vast institutional apparatus which was created by Congress to assist the President in discharging his duties. Even before the many agencies, commissions, and councils began to proliferate in Washington, Harold Laski, a careful observer of the American Presidency, commented on the problems arising out of the inevitable expansion of the office.

One of the fundamental qualities a President should possess, Laski stated, is the ability to coordinate. He must also be able to delegate and put his trust in those whom he has appointed, since, for the most part, he can be concerned only with outlines. "The details of the picture must be filled in by subordinates." Professor Laski continued:

> Here certainly an art is required which must operate upon a scale quite different from any with which a Prime Minister is concerned. For the dignity of cabinet colleagues and the relative certainty with which he can control the House of Commons means that he is free, once policy in the large is settled, to leave its implementation alone. But a President may lose a bill in Congress if his subordinates proceed untactfully. . . . Every delegation of power is therefore a risk to be taken, and this makes his judgment of men a matter of supreme importance. He must know that the men he uses will see things through his eyes. . . . He must delegate, too, knowing that at best he is bound to make mistakes, both in men and in things. This is, above all, the case in matters of foreign policy.

The problem of coordination is indeed prodigious, and the President can never be certain that the policies which he has initiated will be implemented in a way that will insure their success.

The significant place occupied today by such groups as the Joint Chiefs of Staff, the Council of Economic Advisors, the Atomic Energy Commission, the Central Intelligence Agency, the National Security Council, etc., does not detract from the President's preeminent position, but it places a premium upon his ability to work out flexible formulas and to remain in control of the situation. Each President uses the approach he considers most suitable to his own ideas of leadership. Kennedy, for example, prefers to place less formal reliance on the National Security Council than did Eisenhower. Nevertheless, the massive institution of which the President is the center will continue to restrict even as it assists.

The nation has traveled a longer distance than that represented by actual time from the point when Theodore Roosevelt kept his State Department in complete ignorance for several weeks of the delicate negotiations he was carrying on with Japan and Russia. Or when Woodrow Wilson composed on his own typewriter diplomatic protests to the German government which were of the greatest significance to both nations.

We return, then, to the paradox of Presidential power. The Constitution and the force of custom have made the chief executive the most powerful figure on the domestic scene; the status of the nation has made him the most influential man in the world. But the circumstances of our age have subjected his leadership both domestically and internationally to many limitations. While he remains the pivotal figure in the affairs of mankind, he is circumscribed by the nature of the nuclear age in ways that were unknown to Presidents of simpler eras who had less power.

The American people have a right to expect leadership from the White House, leadership that is wise, imaginative, humanitarian, courageous. They can hope for a President with the capacity to perceive the direction of our time and to move the nation in that direction. But they cannot expect the Presidents of our day to surmount what has become insurmountable.

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An Interview with Granville Hicks: Part I

INTERVIEWER: You have, I take it, read Edmund Wilson's interview with Edmund Wilson in *The New Yorker* for June 2.

HICKS: I have, indeed. Otherwise it is quite unlikely that you would be here.

INTERVIEWER: Where, by the way, is here?

HICKS: I have given some thought to that problem. Mr. Wilson's self-interview was conducted in London, although he was at the time in Cambridge, Massachusetts. This raises all sorts of interesting possibilities, and for a time I wondered whether we might not hold our little meeting in some one of the restaurants I've never been able to afford; but then I decided that we might just as well settle down on my own front porch in Grafton. So here we are.

INTERVIEWER: It's much pleasanter than New York City.

HICKS: That's what I think.

INTERVIEWER: Do you believe that the self-interview is a form with a future?

HICKS: Why not? Samuel Butler once said something like this: "The great advantage of praising yourself is that you can lay it on so thick and in exactly the right places." The great advantage of interviewing yourself is that you can ask only the questions you are ready and willing to answer.

INTERVIEWER: Some people have called the Wilson piece self-indulgent.

HICKS: Oh, quite. But who has a better right to indulge himself?

INTERVIEWER: You admire Wilson?

HICKS: Greatly. If I remember correctly, Alfred Kazin said, some twenty years ago, that he would be interested in anything Wilson had written, even his laundry list. That goes a little far; and as a matter of fact Wilson did write one book that bored me—something I had not supposed to be possible. I refer to "Apologies to the Iroquois." His most recent book, "Patriotic Gore," is superb; there is no one else who could have done anything like it. That doesn't mean, of course, that I agree with everything he says.

INTERVIEWER: Good. I was going to get around to that. In the self-interview, for instance, he says that he finds the novels of C.P. Snow "almost completely unreadable."

HICKS: I know, and I just don't understand what he is talking about. I started reading the "Strangers and Brothers" series before any part of it had been published in this country, and I have read each volume with unfailing pleasure. It's true that Snow isn't a great stylist and isn't much of an innovator. But unreadable? Nonsense! He quite deliberately adopted an old-fashioned way of writing novels because it served his purpose and suited his temperament, and he has made brilliant use of it. He has succeeded, as almost no other novelist in our day has done, in combining breadth and depth, in showing us what kind of world it is we live in and at the same time forcing us to look into ourselves. His kind of novel is not the only kind I like, but I am a pluralist so far as the novel is concerned.

INTERVIEWER: What about the Snow-Leavis controversy?

HICKS: I think it is perhaps the most fortunate thing that has ever happened to Snow—and he's been rather a lucky man, you know. It had been obvious to me for some time that a lot of anti-Snow sentiment was building up; you can't have the kind of success he has had without that happening. It isn't just jealousy, though there's plenty of that: petty complaints and disagreements bulk larger and larger as a man's reputation grows. "Oh, the man isn't that good," people say, and then they set out to get him. Well, Leavis's attempt to get Snow was so mean-spirited, so intemperate, so full of contradictions, so downright nasty that it created sympathy and deflated the anti-Snow sentiment.

INTERVIEWER: I noticed that most of the letters in the *Spectator* favored Snow.

HICKS: Speaking of that, I must say that many of the letters on both sides struck me as embarrassingly silly. As a friend of mine remarked, the whole business made me glad I was not an Englishman. Snow, I am happy to note, kept his mouth shut.

INTERVIEWER: Leaving to one side the question of manners, what about the issues involved in the controversy?

HICKS: The best discussion of that subject I have seen is Lionel Trilling's article, "Science, Literature and Culture," in the June *Commentary*. Trilling deals sharply enough with Leavis's lecture, but then he analyzes carefully the weaknesses of Snow's position as stated in "The Two Cultures." After reading his piece, I reread "The Two Cultures," and I ended by agreeing in large measure with Trilling. Snow does not do justice to the literary tradition, and he examines the scientific tradition less critically than he should. I think that Snow himself may recognize that clarification is called for.

INTERVIEWER: Shall we leave Snow and talk about some of the other English writers Wilson mentions?

HICKS: By all means. I think he underestimates Anthony Powell, which is an easy thing to do because Powell writes so lightly and with so much charm. He is better on Durrell; but I wonder whether he's right in thinking that Durrell's preoccupation with disease and the torments of frustrated love is simply borrowed from Proust. I doubt it. I like what he says about Kingsley Amis, Evelyn Waugh, and Augus Wilson, though I don't fully share his admiration for "The Old Men at the Zoo."

INTERVIEWER: One does get the impression that the novel in England is in vigorous health.

HICKS: Oh, yes; and there's much more going on than he talks about. He doesn't mention Iris Murdoch, for instance, who is outrageous and outrageously talented; or Muriel Spark, or Doris Lessing, or William Golding, or Alan Sillitoe, or John Braine. And there are others, some quite young, who are worth watching. In the Thirties and Forties one had the impression that British fiction was lagging behind American, but that isn't true now.

INTERVIEWER: What about the American writers Wilson mentions?

HICKS: Let's postpone that topic for a while—for a week, say. And now shall we have a drink and admire the scenery?

INTERVIEWER: Gladly.

—Granville Hicks.

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NEW MEN IN NEW WORLDS

". . . a simplicity of doing and being and giving from which great enterprises spring."

By ADLAI E. STEVENSON, *U.S. Ambassador to the United Nations.*

"HOW BEAUTIFUL is our earth!" exclaimed Major Gagarin as he came down from space.

"Man, that view is tremendous!" shouted Colonel Glenn, looking at the same view.

These two men have more in common than either has with the ideologists of conquest. This is not just Pollyanna talk. Wars start in the blind, angry hearts of men. But it is hard to hate those who toil and hope and discover beside you in a common human venture. The Glenns of our world could be new men in a quite new sense—the new men who, having seen our little planet in a wholly new perspective, will be ready to accept as a profound spiritual insight the unity of mankind.

When I had the good fortune to conduct the astronauts and their families around the United Nations, and to witness the thunderous spontaneous welcome that roared from room to room among all the nations, I had a sense that men such as these belong to a new fellowship which could one day be a great strand in the web of peace. And I believe they felt the same. Colonel Glenn said, I recall:

"As space science and space technology grow . . . and become more ambitious, we shall be relying more and more on international team work. . . . We have an infinite amount to learn both from nature and from each other. We devoutly hope that we will be able to learn together and work together in peace."

These are the words of our "new men"—not a narrow arrogance, but a generous vision of the great human family. Let no obstacles, however forbidding, ever blind us to that vision.

This same spirit must animate us in other realms. I am deeply convinced that the tranquillity of the human family in the next three or four decades depends upon bridging the great and growing gap between the wealthy, industrialized northern hemisphere and the underdeveloped, poverty-ridden south.

After a decade of fairly sustained effort, we are beginning to learn that to move out of the cramped, ignorant, pretechnological conditions of a static tribal or feudal society is fully as difficult as breaking the bounds of space.

All the forces of tradition, all the gravity of ancient habits hold the nations back. Each national "capsule," small or large, has to find its own idiosyncratic way into orbit, and a lot of them are still on the ground.

The process of modernizing nations involves an exceptionally complicated and difficult set of interlocking actions, decisions, and discoveries. There will therefore be delays and disappointments.

Some projects, like some rockets, will explode in midair. Some will take paths that were not in the plans. Yet failure is often the prelude to success.

In the matter of international assistance, we can say without doubt that we know more than we did. Our techniques are wiser, our sense of what we have to do more sure. Some underdeveloped areas — one thinks of parts of India and parts of West Africa— are beginning to show unmistakable signs of momentum. This is no time to write the program off as a costly failure. We are learning by doing, and results are already beginning to show.

To those who have observed the U.N. for many years, let me say, also, that the peculiar merits of multilateral aid programs under U.N. auspices are being recognized more widely than ever. This is especially true in the new nations of Africa. I am told that the delegates to the recent meetings of the U.N. Economic Commission for Africa, in Addis Ababa, were unanimous and emphatic in their desire to see the U.N. become a major partner in their development program.

None of this can be done quickly. Changing an economy means in fact changing a whole generation of men. I doubt if that can be done in less than two decades. So I would say: Look on the fateful program of modernizing what the French call the "third world" —the world of the poor and dispossessed—as on the program for probing the planets. Expect failures. Rejoice in successes. Never doubt the job can be done. Indeed it must be done if misery is not to turn to despair, despair to wars, and war to ruin for us all.

But it must also be done because of a much profounder reason: for it is wrong to leave children to starve who could eat with our help, wrong to let youngsters die when medical skill can save them, wrong to leave men and women without shelter, wrong to accept for others, in the midst of our own abundance, the iron pains of degrading want.

IN a slack age, we can still be moved by the prospect of discipline and dedication, qualities evidenced by the astronauts. We can still recognize and acclaim a simplicity of doing and being and giving from which great enterprises spring.

Perhaps there is salvation in the new image of the immense patience and discipline and stripping down of desires necessary in the lives of those who are fit enough to venture into the new dimension of outer space. Here we can perhaps glimpse some reflection of the kind of discipline and restraint which we all need in some measure if our generation is to achieve great tasks, not only in the upper air but here and now in this bewildered and floundering world.

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The Vital Services

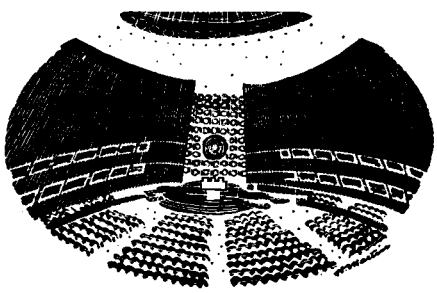
HUNDREDS of doctors in Saskatchewan, Canada, recently went on strike in protest against the provincial government's proposals to extend compulsory health insurance to include payment of doctors' fees. As a result, eighty-seven hospitals in the province were able to offer nothing beyond simple first aid, even in emergency cases. According to the *New York Times*, parents of a nine-month infant suffering from meningitis drove to three distant hospitals before they could obtain emergency treatment. It was too late and the child died.

In New York City, a doctor on emergency hospital call refused to take care of an accident case and the patient died. The doctor asserted that the laws of New York State failed to protect the physician against lawsuit by patients who contended they were maltreated in emergency cases. He didn't want to take the chance that he might be sued.

The public reads of these incidents and is appalled. For the public inevitably makes a distinction between vital services and ordinary services. Not that the suspension of ordinary services is unimportant; when elevators stop running, or longshoremen refuse to move trucks or goods, or milkmen fail to make deliveries, the effects can be unpleasant and disabling. The public doesn't like being put through this kind of wringer and grumbles about it, but it generally manages to sustain the experience. The idea, however, that a doctor might refuse to come to the aid of injured human beings, or that children have to die because doctors don't like proposed legislation—this idea produces raw horror and outrage.

There is no problem in getting people to react sharply to a suspension of vital services on this level. But what about the fact that the life of humankind itself today is left unattended, the fact that there is nowhere in existence on this planet the functioning personnel to attend to the safety of human society as a whole? Where is the public outcry over the absence of these, the most vital services of all?

The major problem on earth is not the bomb. The bomb is actually the product of the problem. The main problem is that the human imagination has not yet expanded to the point where it comprehends its own essential unity. People are not yet aware of themselves as a single interdependent species requiring the proper performance of certain vital services if the human race is to be sustained. They have developed a world reach without a world consciousness. They look to the nation as the highest and broadest manifestation of their collective identity. But the nation today is a tribal instrument which not only cannot perform the vital services essential to the whole but actually stands in the way of it.



It is not enough to direct protests over the detonation of mammoth explosives, spewing their genocidal poisons into the air, to the national governments involved. Such protests are natural, indeed inevitable, but they don't penetrate through to the basic cause. If there is a gang war, do people address their protests to the gang? They do not; they address their protests to the legal establishment. Behind their action is the realization that law and order are vital services without which a community cannot be expected to function. If protests about nuclear abominations are to be truly effective, it will be necessary to create the agency to which the protests can be properly addressed. The absence of vital services on this level results in the persistent danger of aggression. Fiendishly, too, it means that, even in the act of trying to resist aggression, other nations find themselves engaged in antihuman activities, of which nuclear explosions are only one.

Recently, Professor Sebastian von Hoerner of the Astronomisches Rechen-Institut, in Heidelberg, Germany, stated in *Science* magazine that man is a prisoner of the solar system. Man might make phenomenal advances in his space vehicles, but the vast cosmic distances involved render it virtually certain that he will not crack through to other galaxies. Such factors as time, mass, and acceleration are all involved.

Such limitations are unfortunate but not particularly tragic, at least at the moment. Far more immediate and serious is the prison of absolute national sovereignty. Man's inability to break out of this particular binding form is what he most needs to dwell on. This doesn't mean that the nation as an organization has to be eliminated in order for man to be free. What it does mean is that the values of the nation cannot be fully realized unless the nation itself becomes part of a higher concept, one that makes it possible for human society to function properly by providing a proper outlet for its growth and vital energies.

It is said that the greatest difficulty in the way of creating a world agency to perform vital services is that some nations will not accept or conform. This is a secondary difficulty. The primary difficulty is that not enough people think of themselves as members of the human family, determined to create those initiatives that are essential for its well-being and ennoblement. When enough of a clamor goes up over the absence of the vital services for man, these services will be established and not before. —N.C.

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LETTERS TO THE EDITOR

FREEDOM OF OR FROM?

I VERY MUCH liked John Ciardi's article on "Tropic of Cancer" [*SR*, June 30]. I completely agree with his general views, although I feel it is unfortunate that he first had to set up a straw man to demolish. In a petition written and circulated by ourselves, and signed by Mr. Ciardi, it is stated ". . . that neither the police nor the courts should be allowed to dictate the reading matter of a free people. The issue is not whether 'Tropic of Cancer' is a masterpiece of American literature; rather, it is whether an author of Henry Miller's artistic integrity is entitled to the protections afforded by the Constitution of the United States."

Our basic defense of Henry Miller's "Tropic of Cancer," and of any other book or author that we have published, are publishing, or will publish, is based squarely on Mr. Ciardi's statement, "What must be defended is the right of the serious artist not to succeed, but to try."

BARNEY ROSSET,
Publisher,
Grove Press.

New York, N.Y.

I THOROUGHLY agree with John Ciardi when he says that "Tropic of Cancer" is "the work of a serious artist enlarged by talent and passionately engaged in giving form (and thereby meaning) to his view of life."

For this reason, however, Mr. Ciardi is presumptuous in assuming that the book should be defended. Miller is an artist who is serious concerning matters of filth, and the form and meaning he gives to his view of life is one which the American people can do without.

You talk about freedom. You condemn censorship. And yet censorship (properly supervised, of course) is the one movement which can keep us *free* from corruption under the guise of literature. God gave us minds to think with and hands to write down these thoughts. Why abuse these gifts as Miller has done?

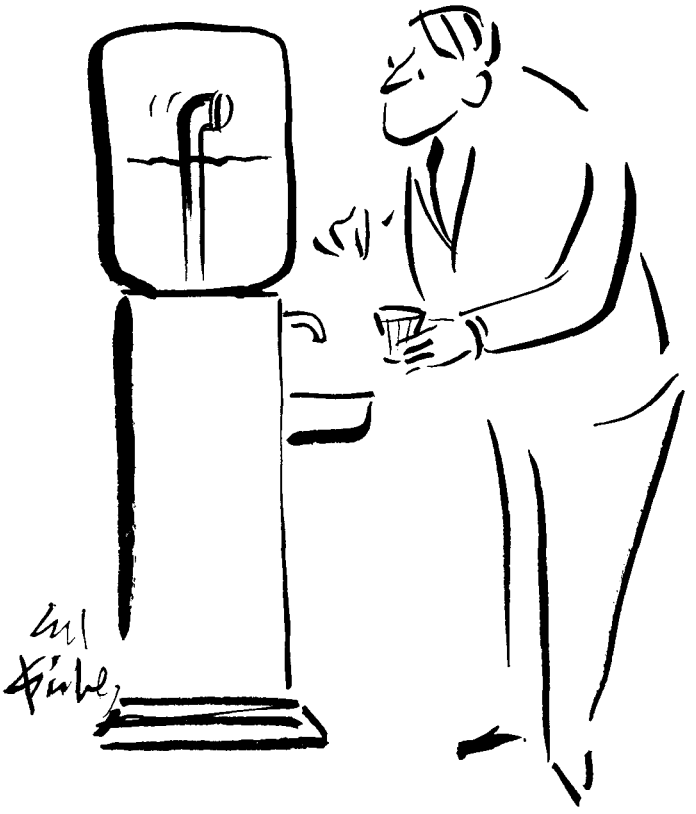
ROBERT P. CIRRE.

Rochester, N.Y.

MORE THAN A HAIR

EVER SINCE FILMS first began to convey a sustained narrative in pictorial form by means of images that appeared to move, critics have stressed a curious circumstance. Although fabulous sums have been paid for the use of novels and plays, once transformed into screen terms many have retained only the most nebulous relationship to their source material. Even the title has occasionally fallen by the wayside.

How, then, is it possible for so discerning and seasoned an observer as Arthur Knight to hold a diametrically opposite opinion? For that is exactly the impression to be derived from "Touch Not a Hair" [*SR*, June 30], wherein he proclaims there is "a theory dear to many Hollywood hearts that you never tamper with a hit."



Hollywood is not only quite ready and willing, should a favorable box-office reaction appear possible, to "touch a hair" of a bestseller or a long-run play. In the interest of what it considers a good financial return, it will unhesitatingly remove the entire scalp.

THOMAS G. MORGANSEN.

Jackson Heights, N.Y.

MEN OR LAW?

AFTER READING Byrl A. Whitney's letter [*SR*, June 23], one wonders what it is that carries folks away mentally when they hear a cliché. The last two lines of Whitney's letter reads, ". . . are we succumbing to a rule of men instead of a rule of law?" As if there has ever been any other rule except of men. A law does not implement itself and any two men, lawyers, churchmen, businessmen, or Supreme Court justices, will disagree on the interpretation of the law.

ALEXIS C. FERM.

Fairhope, Ala.

LAPSES?

I AM PUZZLED by Gerald Sykes's review of "Anatomy of the Future" by Roderick Seidenberg [*SR*, June 23]. I read the book because Mr. Seidenberg's first book, "Post-Historic Man," was so highly praised by men like Lewis Mumford, Crane Brinton, Carl Zigrosser, and others. Mr. Sykes writes that Mr. Seidenberg's major thesis is, "man is not capable of that rational thought which alone would save him as an individual." The precise opposite constitutes the central thought of the book. I am wondering whether Mr. Sykes and I read the same book!

Another curious thing in Mr. Sykes's comments: without so much as a reference to any of the carefully reasoned ideas of the book, he brushes it aside as a "personal confession," the result of an "incomplete self-analysis." Again, the passage he quotes to sustain this opinion shows just the opposite. It reflects *Weltschmerz* of an impersonal sort.

But Mr. Sykes's most regrettable lapse is the diatribe with which he ends his article, admonishing foundations against supporting writers who suffer from personal depressions and compulsive neuroses. Obviously Mr. Sykes would give short shrift to writers like Schopenhauer, Nietzsche, Dostoevski, and doubtless even Freud himself!

JOSEPH SCHRANK.

New York, N.Y.

MISPLACED CREDIT

TRADE WINDS [*SR*, June 30] credits Meredith with being the publisher of Senator John McClellan's "Crime Without Punishment." This book should have been credited to Duell, Sloan & Pearce.

PETER CONWAY,
Publicity Manager,
Meredith Press.

New York, N.Y.

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Land of the 11,000 Virgins

IT HAS been with some trepidation these last few years that I have edged at postcurtain time into the West Side Sardi's, a Broadway auditorium that has been attracting a faithful theatrical congregation since Shakespeare first played the Globe. Waiting there in the wings to tell me about his own special islands, and urging me to go there, has been my friend Saki Oura, a theatrical lighting technician with a burning love for St. Pierre and Miquelon. I am not sure I understand Mr. Oura's particular affinity for St. Pierre and Miquelon, for his roots curl back to the northern Pacific, his interests circle like Saturn's rings about the Broadway stage, and the islands—well, St. Pierre, anyway—are stark treeless outposts of France ten miles from the nearest shoreline of Newfoundland.

Mr. Oura's blandishments on behalf of these islands, where he is in the habit of spending his summer leisure, were buried deep in the file of my mind when, in the pursuit of other callings, I left New York one recent morning and landed by midafternoon at Sydney, Nova Scotia. The Trans-Canada bird—in this case a Viscount—that had plucked me out of Queens, deposited me in the northlands, gently enough I thought, several minutes early. (As anyone who travels the airlines with some frequency will admit, that's pretty good for openers.)

While waiting for a posse of local drummers to arrive and set about selling me the wonders of the proximate real estate, I found myself browsing in front of an unmanned counter labelled "Air St. Pierre." "*Dernière Terre Française de l'Amérique du Nord,*" it said. "A corner of France at your doorstep. One hour by plane from Sydney." The relentless persuadings of Mr. Oura had done their work, and I was immediately as alert as a pointer with a snootful of grouse scent. Since it is, moreover, the continuing philosophy of this department, before its arches fall, to visit all tourist lands it has not previously invaded, I had, in a short time, concluded arrangements to shave a day off the schedule for Nova Scotia and strike out for Mr. Oura's preserve.

In the full flood of summer a DC-3 makes a daily run there, chartered from Maritime Central Airways, a Canadian carrier whose normal function is to connect such civilized stations as Halifax; Moncton, New Brunswick; St. John's, Newfoundland; and Charlottetown, Prince Edward Island, with such suburban Canadian retreats as Goose Bay, Labrador; Saglek, Labrador; and Frobisher Bay, Baffin Island. Alas, we were not yet in seasonal flood tide, and I went over in Air St. Pierre's twin-engine five-seater aircraft which is piloted by a dashing young Lichtensteiner named Peter Halem. He had us there in an hour without a bump, and we settled on the rutted runway and presented ourselves to customs. Like all the police services on the island, the *douane* is manned by gendarmes sent from France to serve a three-year hitch. Looking over the bleak, windswept airstrip, the harbor, and the town beyond, barren enough even in early summer, I was moved to wonder what judicious process in General de Gaulle's officialdom decides who gets St. Pierre and who gets Tahiti. I was not, however, about to open the matter with the customs people. The formalities were brief and casual, the islands being an old smuggler's relay station. Those tourists unpossessed of a passport are charged one dollar, and those with one are packed off without ado. I was off in the taxicab, an aging American sedan driven by M. Raymond Roulet, who wears a beret and speaks Chevalier English. For fifty cents he deposited me in front of the Ile de France, built at the commencement of the tourist industry a few years ago. It could pass for the hotel of a small Norman town, except that it *does* have some rooms with bath. As in Europe, one has to fill out a bill of particulars upon registering, but even after that had been completed the questioning was much more searching than it had been at the customs barrier. The *type* who took my bag upstairs, and who, it turned out by dinner time, was the maître d'hotel, was curious to know whence I had come, my condition of matrimony, the ages of my children, and whether codfish *gratinée* would be suitable for supper, then four hours away. He was satisfied with my answers, but I'm not so sure about the tip I gave him, which he scrutinized rather elaborately, I thought, before depositing it in his baggy pants.

I engaged M. Roulet to see what we could of St. Pierre that afternoon, and we were shortly tootling over the few paved streets of town, passing men in the traditional sky-blue work denims so dear to the French, berets on head, boots on feet, Gaulloise butts tucked in the corner of the mouth. Ladies were striding about briskly carrying long loaves of unwrapped bread, and although the cars were scarce the sound of horns filled the air as though one blaring warning was being lighted by another. We could well have been in Bayeux or Sainte-Mère-Eglise.

Every now and then a gendarme was disgorged from the giant Bureau de Poste, a Victorian pile on the waterfront whose vast overhanging roof gave it the appearance of the hat of a nun who belongs to an elaborately dressed order. Dories with sweeping, almost exaggerated prows were pulled up at the fringe of the Place du Général de Gaulle, waiting for the fishermen who

—*French Embassy Information Service.*

Fisherman at St. Pierre and Miquelon—"until the autumn winds whistle a . . . winter warning."

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would take them across the half-mile strait to the Ile aux Marins for the summer fishing. The fishermen live on that offshore perch until the autumn winds whistle a word of winter warning. As the town rose on its gentle slope we passed the compound where all the gendarmes and their families are housed, a central building which also includes a jail. There is not much crime on St. Pierre, nor presumably on neighboring Miquelon either, but the authorities still keep a guillotine on hand. It was used once on a sunny day in 1889 to avenge a murder committed on the Ile aux Marins, then called the Ile au Chien. After the murderer had been caught and convicted Justice suffered a troubling period trying to find an executioner willing to drop the knife on a fellow islander. A down-and-out St. Pierrais who owed considerable debts was finally persuaded to accept the job, but when he set about paying his debtors, they refused to accept the blood money, and he was forced to leave forever.

FISHING is, of course, the main commerce of St. Pierre, and after World War II a cold-storage plant, called a *frigorifique*, was installed. From May until the winter turbulence begins, fishing dories and wherries and the four trawlers of the island, fresh from the Grand Banks nearby, dump their catch on the wharf. The dory fisherman has caught his fish with a hand line, but when the trawlers are disgorging a catch, their nets, lacey and gracefully draped, are hung from the masts to dry. Booted boys in berets push bright orange, rubber-tired wheelbarrows filled with flounder, gray sole, cod, and haddock from shipside to storage plant. Sometimes the air is spiced with the arrival of whole fleets of Spanish trawlers, as well as Portuguese, Danish, and Norwegian fishermen who put in at St. Pierre between February and November, seeking provisions and respite.

The ground is so scrubby and rocky, so bereft of good soil, that little agriculture is tried at St. Pierre. Some cattle, hogs, sheep, and goats are cultivated, or at least fattened here and on neighboring Miquelon and its neighbor, Langlade, but it is the butchers who have the "farms." The cattle and the greenstuff is brought in from Canada, mostly by government boat. A mink farm has been started in the hills in back of town, a section called Savoyard, the pasture and resortland of St. Pierre. The Labrador Current passes near enough to shore to make the ocean a natural *frigorifique* of its own, so the St. Pierrais swim in the pond, which also serves those who enjoy a little busman's fishing holiday. It is, as well, a pleasant centerpiece for summer cottages of the St. Pierrais. "We suffair from the heat in St. Pierre," M. Roulet assured me. Looking over the pond, too, is the Savoy ballroom, also known as the local country club. It is the late spot of St. Pierre, a settlement otherwise amply larded with *boîtes* of varied personalities, and is at its best when the Spaniards are in town, filling the Savoy air with the sound of the flamenco and the tango and lifting the hearts of the demoiselles for miles around.

Besides bunkering the visiting fleets and fishing—in June the *capelans*, like herds of smelts don't even wait to be caught; they come ashore to be dried, salted, and sent to France—St. Pierre has dabbled in other industries, too, sometimes with fleeting success and sometimes with utter failure. An afternoon's ride around the surrounding hillsides in back of town will bring one past the empty shell of a building, all that survives of a sealing venture that failed after producing a few barrels of oil. Then there are the long low warehouses that still exist like memorials to a glorious age when St. Pierre was a transfer point for enormous supplies of liquor that paused here briefly before running the Prohibition barriers into the United States. An understanding French government extracted nothing more than a small tax on each case, but the local warehouseman, taking ten cents a bottle, grew rich, and at least one became a full-fledged millionaire. Volstead could run for president in St. Pierre today, but Repeal was not exactly celebrated around here as a national holiday.

Something had to be done to take the place of rum-running, or at least rum-storing, and the *frigorifique* didn't seem enough to make up the difference. Although the old Furness boats that made summer cruises between New York and Halifax during the Thirties occasionally stopped in at St. Pierre and Miquelon, tourism was a sometime thing. Boat service was spotty. It took ten days to find a boat going in, and once in there was no telling when the visitor might get out. The first tourists other than the Furness parties came in the early 1950s, and they came, conveniently enough, from Newfoundland. Air service between Nova Scotia and St. Pierre didn't begin until 1958. In the same year, one M. Briande, the power behind the air line, built the Hotel Ile de France, or rather, reconverted it, if not to luxury, to acceptability. It now has thirty rooms and charges $8.50 a day, meals and wine included, but there are other *pensions* that charge as little as $4.50 a day, and there are even a few restaurants, some of them—Chez Dutin is one—of estimable reputation.

Last year St. Pierre and Miquelon counted 3,000 tourists, half of them Newfoundlanders, 30 per cent other Canadians, and the rest from the USA. Briande is already at work on a new sixty-room Ile de France that will be ready by 1963. He has installed a forty-eight-hour packaged excursion that can be booked through Goora Touring Service in Sydney for $68. Across the street from his present hotel, busy, beetle-browed M. Briande operates a large bazaar that offers staples to St. Pierrais and frills to tourists. Its shelves are stocked with Lanvin, Dior, Caron, Piguet, kid gloves, French dolls, duty-free liquors, Italian accordions, and bulky French sweaters for $9.95, U.S. In a private house around the corner M. and Mme. Ledret, who go to France each year to replenish their stock, have dozens of suitcases stuffed with antelope suede gloves, *lamé* suits ($17.25), mohair pullovers with big boat collars ($9), embroidered children's dresses from Brittany, and silk velvet gowns with good Paris labels. If you search it out there are blocks of *pâté de foie gras* from Strasbourg, and Moet et Chandon at $3.50 the bottle.

ALTHOUGH the shopping is good and will probably get better, Briande thinks that the rather dismal physical aspect of St. Pierre will be more than made up, in the minds of romantic tourists, anyway, by the ever-present sense of its beleaguered history. The Norsemen, who seem to have gotten to North America first, at least in some histories, are believed to have been the first fishermen to have used these islands. They came in the eleventh century, followed by the Basques in the fourteenth century, and the Bretons and Normans early in the sixteenth century. A Portuguese explorer who put in here called them the Islands of the 11,000 Virgins, although no one seems to know why. The French who came in 1536 named them St. Pierre and Miquelon and the other neighboring droplets here in the North Atlantic the Ile au Vainqueurs, the Ile aux Pigeons, the Ile du Grand Colombier just north of St. Pierre, and the tiny Ile aux Massacré, just north of it. Nearly 4,000 of the 5,000 people of the islands live in St. Pierre. Miquelon is connected by a thin hairline of sand to Langlade, a more felicitous isle. The sandbar that binds them is so flat and difficult to see that 343 wrecks have foundered there since a log of them was first re-

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corded in 1816. The most recent went aground on the shoal three years ago.

Normans, Bretons, and Basques began to colonize the islands in the very beginning of the 1600s. A favorite pastime among the islanders remains the Basque jai alai known as Zazpiak-Bat. By the early 1700s there were 300 settlers, almost all of them Basques, but there began the interminable series of squabbles between the French and the British, a whiplash of the more serious troubles on the continent. Every time the British won the islands the French settlers were returned to France. In the end, which is to say, after the Napoleonic wars, the islands were returned to France. They have been governed by Paris ever since, and are under the direction of a Paris-dispatched administrator who dresses up in uniform for the opening of the fourteen-man elected General Council each year. He is the local representative of the president of France, is charged with enforcing the laws and decrees, and is responsible for the defense and external security of the islands. I suspect when winter comes he is inclined to unleash errant thoughts of Bora Bora. Tahiti, Nouvelle Calédonie, and Guadeloupe, all of them still French overseas territories, and wondering at the same time who it was he insulted at the Quai d'Orsay. I wouldn't blame him a bit if on January days he dropped down to L'Escale, a bistro in St. Pierre which insulates its walls with posters of those dreamy climes, and maintains a bottle of Calvados on its shelf for customers who need desperately to insulate themselves.

—Horace Sutton.

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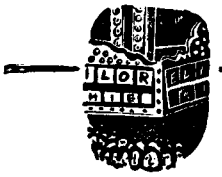

SR GOES TO THE MOVIES

Headed for the Hills

"TRAGEDY," Hollywood's wiseacres will assure you, "is what closes on Saturday night." Even so, Kirk Douglas has produced, and stars in, that rarity of rarities in films today—an honest tragedy that makes bold comment on the plight of man in an overmechanized world. And while it is not fashionable just now to credit stars with anything but inordinate greed, I feel that Douglas deserves a special salute for choosing a subject that has small chance of popular appeal, but that is rich in meaning and sobering in its implications. In addition, Dalton Trumbo has fashioned for him the finest Western script since "High Noon" and "The Gunfighter." As in those earlier films, the West has been stripped of every legend except its legendary beauty; and in their place is the sad realization that the breed of men we once admired have become misfits in a society that only dimly comprehends their values.

"**Lonely Are the Brave**" is the title of this grim and unrelenting picture—an unfortunately poetic choice for a film so lacking in either pretension or poetry. Douglas plays a modern cowboy, a man who hates the fences and restrictions he finds on every side. When he learns that his friend is in jail for harboring wetbacks—men who, in his terms, have crossed the arbitrary "fence" between nations—he goes to jail for the sole purpose of helping his friend to escape. The friend will have none of it; he broke the law knowing the risks, and he is willing to pay the penalty exacted by the State.

Not so Douglas. He escapes into the rugged mountains that separate him from Mexico and freedom. What he had not anticipated was that the pursuers would have at their command jeeps, intercoms, and helicopters. He heads for the hills with all the forces of modern warfare arrayed against him. Significantly, it is not these that bring him down but rather a huge trailer truck loaded with privies.

Like Arthur Miller's heroes in "The Misfits," Douglas plays a man tragically out of touch with his times. But the character that Douglas plays is more authentically tragic than the people in Miller's drama because of his utter inability to comprehend the values of a world he never made. He is the hero of an era long past—simple, direct, uncompromising. Walter Matthau, the pursuing sheriff, appreciates these values, and even applauds Douglas's eventual escape. It is not the sheriff or his posse that overtakes the fugitive, however, but fate—and fate for man today, this film implies, is inevitably degrading and mean. David Miller's direction skilfully points up the conflict, and Jerry Goldsmith's attractively astringent score lends it emphasis.

Inevitably, "Lonely Are the Brave" will be described as a Western, as will "**Ride the High Country,**" and it is both curious and commendable that this traditional form can encompass such extreme variations. "High Country" is a straight adventure film—no message, no recreation of an historic incident, not even a particularly "big" picture. But it works, with a difference. Its heroes, Randolph Scott and Joel McCrea, are left over from the old days—one a larcenous bunko artist; the other an upright marshal, still quick on the draw, but with failing eyesight. Together, they undertake to haul gold from a mining town to the bank in the valley below, although Scott intends to see that the gold never reaches its destination. Directed by Sam Peckinpah, who created television's "The Westerner," the film presents an offbeat and attractive heroine in Mariette Hartley, the pleasure of watching two old pros working comfortably with what is for them unaccustomed material, and the most deglamorized version of the West since the old William S. Hart movies.

I had held high hopes for Jerry Wald's production of "**Adventures of a Young Man,**" based on Ernest Hemingway's Nick Adams stories. I had read the original script, as written by Hemingway's official adapter, A. E. Hotchner, and found it retained much of the flavor of the originals, plus a marvelous sense of the young Hemingway moving out into the world to learn about life and love and death—those elementals from which he was later to hew his great books. Unfortunately, little of that comes through to the screen. Partially, I suspect, it is because many of the episodes have been so trimmed as to become virtually meaningless. But, more importantly, Richard Beymer in the crucial role seems to be sleepwalking through life, impervious and unresponsive to th incidents that surround him. It is a film that completely misses "the things inside that are so hard to get at"—which is, after all, the essence of Hemingway's work. —Arthur Knight.

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British Television: ITA vs. BBC

A QUESTION that has titillated British broadcasting circles for two years—namely, who gets what, and when, in radio and television, the BBC or the commercial broadcasters?—has now received some tentative answers.

The "what" consists mainly of two additional television channels that have become available (one immediately, the other in the near future). Radio frequencies are also open for local stations throughout the United Kingdom. These would supplement the BBC's national sound services.

The noncommercial BBC wants one of the new television channels for a complementary service enabling it to offer a balanced proportion of light and serious material, including more cultural, informational, educational, and experimental broadcasts, as well as others designed to meet regional needs.

The ITA (Independent Television Authority), the public corporation which regulates commercial television, wants a second channel for more advertiser-supported programs. In addition, ambitious ITA broadcasters, having successfully broken the former BBC monopoly in television, would like to repeat their victory in sound broadcasting and get the coveted local radio frequencies assigned to commercial interests.

The Pilkington Committee, appointed by the government in 1960 to examine the matter, has now published its report, and the decision of the committee is bound to be interpreted widely as a judgment on the relative merits of noncommercial and commercial broadcasting in the United Kingdom.

The 342-page Pilkington report packs a considerable wallop—aimed squarely at the commercial broadcasters. It recommends that one of the two coveted TV channels be given at once to the BBC. It also concludes that the BBC sound services should operate the new local radio stations. It rejects the request that the ITA be given a second TV channel now; and it recommends that the ITA may have another channel if and when the fundamental structure of commercial television is modified and the system has proved its capacity to realize the purposes of broadcasting."

The Television Act which authorized commercial television in 1954 placed severe restrictions upon the advertisers; and the first ITA charter was given for a ten-year trial period, after which commercial television was to be reviewed — and modified if necessary. Parliament reserves ultimate judgment on modification; and there will be government White Papers, and debate in both Houses; but as a government-appointed advisory committee, the group of distinguished citizens headed by Sir Harry Pilkington, industrialist, will be listened to attentively.

THE GOVERNMENT charged the Pilkington Committee "to consider the future of the broadcasting services in the United Kingdom." The committee considered carefully. It heard from 166 organizations and received 852 memoranda and papers from groups and individuals. The BBC does not entirely escape criticism for "lowering its standards" in television to meet ITA competition, but on the whole the committee gives it a resounding score for "good broadcasting" and "public confidence." The ITA is spanked for having "too negative a conception of the purposes of broadcasting"—merely to mirror society and its tastes as they are. Commercial television is faulted for the unsatisfactory amount of violence; for its treatment and timing of material; for trivia, narrow range of interests, and lack of quality even in entertainment programmes. The advertisers are charged with making misleading claims, with contriving "natural breaks" for the insertion of messages, and with "appealing to human weakness."

The last, the committee asserts, could in the long run have "a deplorable individual and social effect." Philosophically, the committee rejects the proposition that "giving the public what it wants" is broadcasting "in the public interest." It likewise rejects the other extreme assumption that the public should have what "someone thinks is good for it"—but argues that "there is a responsibility to help toward a broadening and deepening of public taste."

The committee, in its deliberations, probed deeply into the causes of the BBC's success in realizing the potentialities of broadcasting more effectively than has the ITA. The BBC, it reasoned, is an organic whole, a regulatory and creative body in one. It sets up its own goals and has the power and initiative to aim at them. The ITA, on the other hand, is a two-tier structure. The authority is a public corporation which builds and owns its transmitters, and which regulates the functioning of commercial television; but the actual creative enterprise is delegated to the programme contractors.

Under the present organization of the ITA, it is the programme contractors who plan and produce the programmes, and sell the air time to advertisers. Here, perhaps, is where the Pilkington Report makes its most important contribution to a critical analysis of the basic dilemma of commercial broadcasting.

The thrust of its analysis is certainly not novel. But applied here to seven years of experience of commercial television in the United Kingdom, under high standards of public responsibility, it achieves an impact and even a new insight not heretofore available. British commercial television, the committee says, is intended first to "use the medium with an acute awareness of its power to influence values and moral standards," and second, and incidentally, to provide a service to advertisers.

It has been assumed that the two purposes could be reconciled; that the objectives coincide. They do not, concludes the committee. "The secondary objective has been realized; the first has not." Moreover, no amount of regulation can make the objectives coincide, the committee continues. Motivation cannot be compelled. Extreme sanctions can only reach sins of commission; they cannot reach sins of omission—and these are the desperate, prevailing sins.

THE SOLUTION is to reconstitute the ITA so that the authority not only regulates the contractors, but actually plans the programmes, produces some itself, sells the air time itself, and only buys the programmes from the contractors in the open market, with some minimum guarantees. What the committee suggests—with relevance for the United States—is that a licensee who sells time cannot reconcile his profit-making necessities with his duty to program in the public interest.

In effect, the committee urges that the ITA become the licensee as well as the regulatory body—and that the programme contractors become merely and exclusively program packagers. The analogy is only suggestive: it can have no practical application to our own FCC. Yet it is basic and disturbing; for we, in this country, have put our faith in a broadcasting system which the Pilkington Report concludes is inevitably unworkable in the public interest.

—ROBERT LEWIS SHAYON.

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Does the Free World Need Conflict Managers?

"The New Frontier of War: Political Warfare, Present and Future," by William R. Kintner and Joseph Z. Kornfeder *(Regnery. 349 pp. $7.50), isolates and analyzes the multifaceted Soviet pursuit of power. Raymond Garthoff is the author of "Soviet Strategy in the Nuclear Age."*

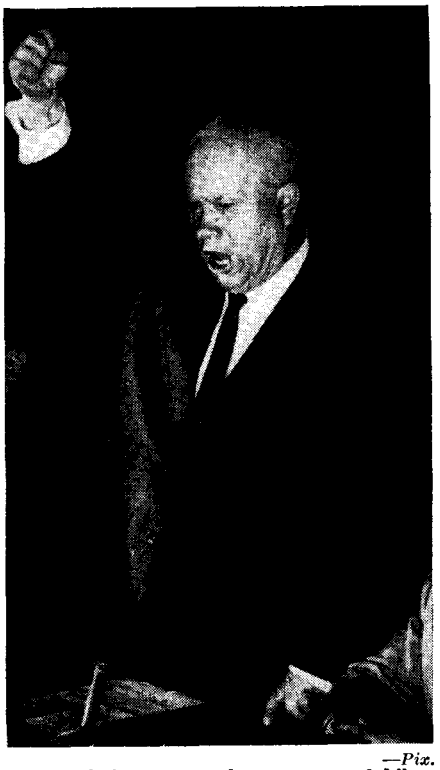
By RAYMOND GARTHOFF

THIS is a challenging, disturbing, and unsettling book. It is intended to be. It is a call to vigilance, and a call to action. It is a call to adopt a counteroffensive against Communism on the new frontier of cold war and unconventional warfare. It is a call we cannot ignore or fail to heed.

Still, one may question whether Communist policy in practice, as distinguished from the esoteric "operational code" of its "conflict managers," is so single-minded or so successful. One may also, or therefore, question whether the prescription offered here fully corresponds to the needs of the Free World.

The authors display almost uncomfortable confidence in their analysis and in their answer. William R. Kintner, ex-member of the U.S. Army General Staff and the Central Intelligence Agency, and Joseph Zack Kornfeder, ex-member of the Communist Party of the USA and of the Comintern central *apparat* in Moscow, are tough men calling for an all-out counterattack to an all-out attack on us. One cannot argue that we do not face a serious challenge which requires unsentimental and vigorous action, but one can question whether the attack—and the response—are a simple matter of two contestants who each have only one objective: to destroy the other.

Communism and anti-Communism are not the only motive forces in world politics. Even if Soviet foreign policy were reducible to "conflict management," single-mindedly devoted to our defeat, it does not necessarily follow that we should so distort our perception of the nature of the world, or of our own goals, as to subject *all* our actions to a reciprocal effort. But even the analysis of Communist doctrine is not identical with the reality of its policy.



—*Pix.*

Khrushchev—"not always successful."

Behind the whole argument of this book lies the assumption—presented as an axiom on the very first page—that the Soviet leaders are now "irretrievably" committed to their theories. And one can agree with the authors in their concluding chapter when they debunk overoptimistic hopes for the early or automatic erosion of Communism, though they argue—to this reviewer, unconvincingly — that amelioration of conditions in the USSR since Stalin's death is due to growing confidence in final victory over the Free World.

However, it is one thing to take a realistic attitude toward the persisting Soviet challenge and threat, and quite another to adopt a mystical faith that Soviet leaders for all time are irretrievably bent on nothing but aggrandizement. The present Soviet leaders expect the eventual victory of Communism throughout the whole world, and they see their own role in the process as an active one in *assisting* in the spread of Communism. Power is central in their thinking. They are sometimes ruthless in the exercise of power. They are adept and practiced in the manipulation of power, and in adopting varied tactics to meet varied opportunities. But they also have other interests and concerns: in holding power as well as extending it, in developing the USSR as well as exploiting it, in Moscow's dominance within the Communist movement as well as in furthering Communism.

A curious dichotomy arises from the virtually complete absence of Communist problems, difficulties, shortcomings, and failures in the long discussions of the waging of the cold war. Only in the last chapter, on internal Communist "vulnerabilities," do we see that their efforts, too, are only human. The Communist striving for power is a real threat, which is not always sufficiently appreciated. But the Soviets are not always successful, and more attention to the sources of their difficulties and the causes of their defeats might help us better to see the path of our own action than does an idealization of the manipulation of power, summed up in the words "we need conflict managers on the side of freedom."

In general, this book is based on a sound factual foundation. The authors are experienced and well informed. The comparatively few cases of error occur in driving too hard the main thesis of the work. Thus, it is said that the Soviet peace campaigns are "carried on exclusively outside the Soviet empire." In fact, it may be of some significance that this is no longer so; not only is such propaganda now conducted in the Soviet Union, but arguments over peace campaigns and disarmament are known to have occurred among the Communist leaders. Similarly, the extremely significant development of a serious Sino-Soviet conflict has been slighted. Highly debatable arguments are advanced as historical facts, to the effect that the Chinese Communist seizure of power was successful largely due to Soviet political warfare. It is also said that the Communist parties of China and Eastern Europe did not come to power by their own efforts. Would it not be more accurate, and more instructive, to probe a little deeper and note that some parties did succeed chiefly on their own efforts, and that precisely those parties—in China, Yugoslavia, and Albania—are the ones that have followed independent or deviant lines which weaken and divide the Communist

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world? At another point an attempt is made to refute Chinese "presumed independence" from Stalin's direction in 1945-1949, in part by the formalistic argument that the Chinese Party was a member of the Comintern, and therefore was *bound* to follow Moscow's orders. Incidentally, the error of misguided Americans who believed the Chinese were "agrarian reformers" is an entirely separate matter from Mao's relationship to Moscow. Just as it was discredited in its time by history, so has the myth of the monolithic Communist movement been exposed.

In discussing the valid and important point that the Soviets recognize, and use, military power to buttress political power, the authors refer to the Soviet three-billion-ruble increase in their defense budget in mid-1961. The Soviets were responsible for raising tension over Berlin, but we really should note that the Soviet military budget increase followed one of precisely the same stated value by the U.S.; it was obviously a counter-demonstration (and, in fact, one that disrupted their economic plan). The Soviets don't call the tune on every step—a matter of major importance that this study completely neglects or even distorts.

"The New Frontier of War" has hold of a large truth, but it is not the whole truth. It correctly isolates and analyzes the multifaceted Soviet pursuit of power. There is a case, and the authors argue it forcefully, that the United States should wage political warfare more effectively. The specific advice and proposals for doing so are more arguable. This reviewer finds a gap (for which he, too, does not have the answer) between description of internal weaknesses of the USSR and failures of Communism on the one hand, and prescription of effective means for the Free World to exploit them in any feasible and politically effective manner on the other. Creation of a "counter-ideology" from without does not, frankly, seem feasible. The implied argument that we should knowingly stimulate fear of war seems a dubious and dangerous game to play.

Nonetheless, this study rightly draws attention to the great and increasing importance of the twilight zone between peace and war. It is almost hypnotized by Communist power play, at the expense of seeing the other players on the board—and there are more than two of us. Still, the Communist threat is vitally serious, and needs both our fullest understanding and our dedicated effort to deal with it. This book, despite its overconcentrated focus, makes a contribution to that understanding.

FICTION

Untidy Conflicts Down East

***"Second Growth," by Ruth Moore** (Morrow. 407 pp. $4.95), examines some inhabitants of the Maine coast whose former security has fallen victim to economic change and modern technology. James Gray, author of "On Second Thought," frequently appraises modern U.S. fiction.*

By JAMES GRAY

Ruth Moore—"respects her victims."

THE FICTIONAL first families of American decadence would offer rich clinical material to a staff of earnest sociologists. No doubt these disturbingly significant figures will be studied for years to come as we grow more candid, more intelligently concerned about the faults and failures of our civilization. Heading the list of such representatives of our society, not in its disaster areas but in its pockets of chronic depression, are the Snopeses of Faulkner's Mississippi, the Lesters of "Tobacco Road," and the Okie clan of "The Grapes of Wrath." In one way or another their histories dramatize the miseries and meannesses that define community life when it begins to come apart at the seams.

Ruth Moore is perhaps the only woman writer who has entered this field—so extensively mined with traps for the unwary—who brings the equipment of insight and empathy to work it effectively. Unlike the author of "Peyton Place," she is not intent upon the mass production of bizarre sensations and brutally pointless exposures. Her novels deal with the people of the seacoast towns of Maine, which have been edged out of the secure and solid place in the economy they once held. No longer can the residents fish, farm, or manufacture with any hope of substantial reward. The forests have been despoiled; modern technology has by-passed the need for the products of their soil; workers know that employment is almost certain to be seasonal and have learned to accept without chagrin the "rocking chair money" of government support; even the comparatively rich live precariously on credit.

In her new novel, "Second Growth," Ruth Moore dramatizes the events of six months in the lives of the men and women of Hillville. The pattern is one of sullen, resentful violence. The events include the birth of an illegitimate child in peculiarly humiliating circumstances, a murder (though its perpetrator would call it the just execution of a graceless scamp), and many kinds of contemptible and appalling betrayals of helplessness. Yet the book conveys no impression of lurid exploitation of tragedy or gleeful peeping at despair. It is a completely objective account of a way of life that is critically in need of rehabilitation, but where an unyielding will to survive still confers an impressive dignity on many. Ruth Moore's examination of the untidy conflicts of social collapse is characterized by perceptiveness, generosity, and humor. What makes the amused tone not only possible but appropriate is the author's flexibility of temper. She turns away from censure toward that kind of ultimate understanding that recognizes mere tolerance as likely to be smugness in disguise, and top-lofty readiness to forgive as an unwarranted insult to the human spirit. She respects her victims, and in at least two of her portraits she has achieved masterpieces of acute observation. One, an old lady of eighty-two, superbly assumes a mask of senility to protect her integrity and independence in a harsh, uncomprehending world. The other is a unique female version of Huck Finn, elbowed into delinquency by busy bunglers with no awareness of her need to find outlets for her formidable energies.

In the rugged company of Faulkner, Caldwell, and Steinbeck, Ruth Moore

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nolds her own without seeming to raise her voice in strident urgency. Her style in this story would not be inappropriate to any hearty young fellow tossing off anecdotes at a bar: an uninhibited idiom is laced with the rich flavoring of Down-East eccentricities of speech. But the undertone is one of feminine intuition. A succession of climaxes reaches a height of fine interpretive resourcefulness when a retributor is caught up fatally, yet with a kind of awful splendor, in the process of his own retribution.

Wisely modest, the author does not try to imitate Faulkner, whose genius has enabled him in his studies of the Snopes family to lend an epical quality, almost a majesty, to depravity. Going her own way, she escapes many of the traps into which her brother novelists have fallen. There is in "Sec-

ond Growth" none of that attention to sexual activities that has encouraged millions to misread and misinterpret ludicrously Caldwell's intentions. Nor is there any of that unctuous sentimentality that has made Steinbeck seem so often to be suggesting that the tenderest wisdom is to be discovered only in a state of alcoholism, and that a special purity is the reward for the practice of prostitution.

This is an honest piece of storytelling. If the promise of a "second growth" for Hillville is only dimly evident in the events, it is implicit in the intense reality of people who have not, in the midst of misfortune, surrendered resolution.

BALED-OUT BIG TOP: Borden Deal, author of four previous novels including the respected "Dunbar's Cove," has now allowed his attention to be distracted by the *genus circus*. Unfortunately for fictioneers, the greatest show on earth is bigger than it looks. Except for "Gus the Great," by Thomas W. Duncan, and the personality profiles of Robert Lewis Taylor, few circus writing efforts can be admitted to the big top's center ring. Certainly not this sample from Mr. Deal, whose good intentions in **"The Spangled Road"** (Scribners, $4.50) do not have much to nourish them.

George Jean Nathan unfeelingly supplied the coda sometime ago: "To the average man, the circus is a terrible bore."

There is no joyful magic in the lugubrious tale of a retired clown named Domino, who comes upon a stranded circus along the road to his Florida retreat and proceeds to dissipate money, energy, and happiness in a vain attempt to save the show. Along the way we encounter the inevitable escaped lion, the falling acrobat, the elephant with a mind like a man, the romantic grotesqueries of the back-lot. Domino's humorless, Kafka-like efforts to salvage Cosmos Brothers Circus give rise to a great deal of confused action, pretentious writing, and classy vocabulary (just try "suscitation," "accompt," and "disparate" along the midway). And what emerges, one must regretfully note, is a ball of chaos rolling downhill, gathering volume as it goes.

Domino, the harlequin, is just another ineffectual little man with a problem too large for him. And he gets very little help from what seems like a cast of thousands, members of which are named but poorly identified. As we watch his struggles and listen to the plaintive moralizing with which he goads himself onward, we feel embarrassed and somehow cheated. What happened to the fun, the poignancy, and the naked drama of the circus—*any* circus?

Domino himself recites the moral of "The Spangled Road":

> There can't be a clown unless there's a place for a clown. If I let Cosmos Brothers die, it's letting a world die. Domino needs a world and the world is Cosmos Brothers Great International Combined Circus. I'm the one to keep Cosmos Brothers alive.
>
> —James Kelly.

SUICIDE AND SURVIVORS: The central character of Gina Berriault's novel **"Conference of Victims"** (Atheneum, $4.50) is a suicide, already dead before the book opens. Hal Costigan, candidate for Congress, husband and father, took his own life shortly after being caught with a seventeen-year-old girl in a compromising situation. He left no note. Was the possibility of scandal his motive, or was there another reason? No one will ever know. It is from this situation that the novel grows, as each person involved with the dead man—wife, mother, sister, brother, and paramour—lives with his unexplained death.

Certainly this is a promising situation for a novel, given a writer of talent, and Gina Berriault is one. She can take little lives and the little incidents that make up those lives and create people well worth a reader's time and interest. If the ability to develop character and to write beneath the surface of people were all, "Con-

Your Literary I. Q.

Conducted by John T. Winterich

GLORY ENOUGH FOR EVERYBODY

Novelists are as glory-prone as anybody, witness these works chosen by Helene Nitzsche of Maquoketa, Iowa, who asks you to assign the correct titles to the correct authors. Answers on page 32.

1. Ann Willets	( ) "The Glory of the Conquered"
2. Bradda Field	( ) "The Glory of Elsie Silver"
3. Pierre Boulle	( ) "The Power and the Glory"
4. Louis Golding	( ) "Tambourines to Glory"
5. David Pilgrim	( ) "Sing Out the Glory"
6. Arthur Machen	( ) "The Candle's Glory"
7. Susan Glaspell	( ) "The Gown of Glory"
8. Gilbert Parker	( ) "The Secret Glory"
9. James Kennaway	( ) "Rivers of Glory"
10. Carleton Beals	( ) "No Common Glory"
11. Langston Hughes	( ) "Sting of Glory"
12. Sylvia Thompson	( ) "Taste of Glory"
13. MacKinlay Kantor	( ) "Tune of Glory"
14. Mary Jackson King	( ) "The Glory Hole"
15. F. Van Wyck Mason	( ) "Bride of Glory"
16. Agnes Sligh Turnbull	( ) "Not the Glory"
17. Gladys Hasty Carroll	( ) "Vine of Glory"
18. Stewart Edward White	( ) "Glory for Me"

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ference of Victims" could be recommended without hesitation.

Unfortunately, it isn't all. There is the matter of plot, and this is where the book fails. Miss Berriault's victims are never in conference. The wife and the paramour leave town, each going her separate way, shortly after Hal Costigan's death. As for the Costigan family—homely spinster sister, blind mother, weak brother—they were strangers to each other even before Hal's death. Each person is already committed to his personal hell; the suicide is merely one more burden to be carried down that long, lonely road. Without vital interactions and conflicts, "Conference of Victims" becomes a series of short stories or character sketches.

If such probing is enough for the reader, these slices of life will make rewarding reading. For the fan of the novel, it is enough carefully to mark down Miss Berriault's name as one to watch for in the book columns.

—Haskel Frankel.

WAGES OF SIN: From the far-off, palm-fringed southwest coast of Kerala, Thakazhi Sivasankara Pillai has succeeded, through an intensely vibrant novel, in revealing to the uninitiated Western reader the mysterious life of those who thrive on the fruits of the sea. In a masterly fashion he gives an insight into the superstitions of the caste-ridden fishermen by focusing on a microcosmic village on the exotic Indian coast line.

"**Chemmeen**" (Harper, $5) tells of a fishergirl who breaks religious taboos by falling in love with a Moslem boy, whose innocence is misused by her greedy father. To finance his ventures the latter makes exorbitant demands for large sums of money, and the blue-eyed youth sacrifices all that he has for the girl whom he loves. Inevitably, the story ends in tragedy.

The novel is based on the power of an idea—the fisherfolk's belief that an unchaste girl brings disaster to the entire community. To them, Katalamma (Mother Sea) is a goddess who must be constantly propitiated, for any lapse in human conduct would merit punishment from her; and the safety of the men who go out to sea rests on the purity of their women. With this underlying theme, Pillai, who is famed for his portrayals of rural life, has wrought a gripping tale that is at once a strange romance and a saga with relevance everywhere.

It would be improper to conclude without a word of gratitude to the translator, Mr. Narayana Menon, who has done a remarkable job in capturing the vitality of the original novel.

—Arun Manilal Gandhi.

THE VERSATILE BRUSH: A little-known facet of Pablo Picasso's work receives its first comprehensive survey in Abraham Horodisch's "**Picasso as a Book Artist**" (World, $6.50). The Spanish master's many illustrations for the Greek and Roman classics, as well as for such contemporaries as Stravinsky and the emigré Russian poet Iliazd, appear almost entirely in limited editions, most of them issued in quantities of less than 100. They have nevertheless had a dramatic influence on modern book design.

Headpiece to Act I of Aristophanes's "Lysistrata" (1934)

Cover for Stravinsky's "Ragtime" (1919)

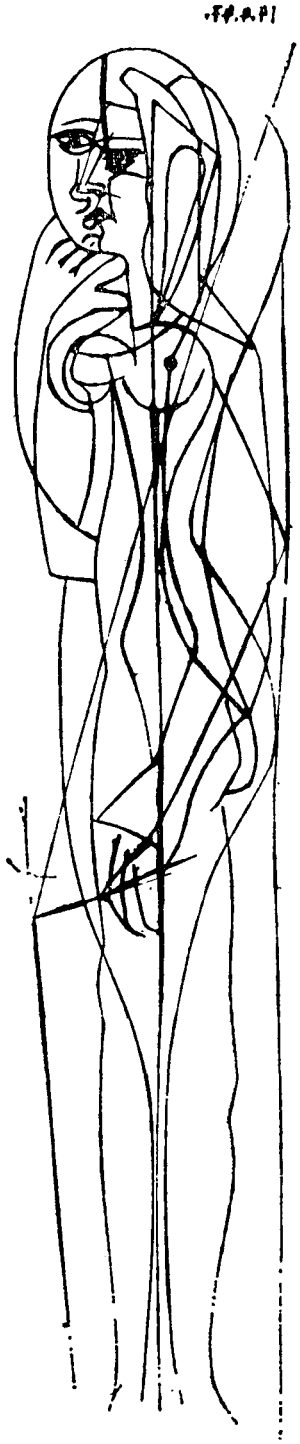

Illustration for Iliazd's "Pis'mo" (1948)

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PICK OF THE PAPERBACKS

THE PRICE OF FAME: Irving Wallace, a gentleman who has achieved some degree of fame with his novels "The Chapman Report" and "The Twenty-Seventh Wife," just released in a New American Library paperback, tells this story of his ever-increasing reputation: "What amazes me is how widespread a paperback audience is. In hardcover, I was known in circles I generally frequented, oh, the Scotch and Benzedrine set. But since the paperback edition of 'Chapman' I'm known in filling stations, drugstores, and even hospitals. Last month my fourteen-year-old son was being rolled into surgery for an emergency appendectomy when suddenly a male nurse staring at me stopped the procession, and said, 'Hey, aren't you the one who wrote "The Chapman Report?' Dazed, I acknowledged this and he started going on how he recognized me from the picture on the paperback and on and on about the book. I actually had to force them to get on with the operation. . . ."

ONE OF THE MORE enigmatic messages comes from the University of Hawaii Press concerning their new paperback **"Conversational Hawaiian"** ($3): "Spoken Hawaiian positively is not pau." Well, we had never said it was. They continue: " 'Conversational Hawaiian' is expressly designed to teach the speaking of Hawaiian painlessly, pleasurably. Pau pilikia, hoe aku ka wa'a." Helplessly, eagerly, we wait for the translation to arrive.

ROUND ABOUT: This year's Pulitzer Prize novel, Edwin O'Connor's **"The Edge of Sadness,"** appears next month in a Bantam reprint (75¢). . . . **"Citizen Hearst"** (95¢) which has the distinction of *nearly* winning the big prize, follows later in the year. . . . Anyone who cares about statistics may be interested to know that William Shirer's **"The Rise and Fall of the Third Reich"** cost Crest Books $400,000, the most ever paid for reprint rights; it sells for $1.65, the highest price for a mass-market paperback; its 1,600 pages make it the longest paperback in print, while its two-inch thickness is the size of five paperbacks put together.

—ROLLENE W. SAAL.

FICTION

The stature of Franz Kafka seems only to have increased in recent years. Now his novel **"Amerika"** appears in two paperback editions (Schocken, $1.60; New Directions, $1.60). Both are translated by Willa and Edwin Muir, illustrated by Emlen Etting, and have a Foreword by Klaus Mann and a postscript by Max Brod. Interesting. There is much to recommend in this tortured comic novel, which in its way is as shadowy as "The Castle" and "The Trial." This is also a good place to mention Kafka's **"Parables and Paradoxes"** (Schocken, $1.45), which includes German texts and English translations of these terse insights; and, finally, Kafka's **"Letters to Milena"** (Schocken, $1.75), which traces two years of unhappy love for a married woman.

Max Frisch's novel **"I'm Not Stiller"** (Vintage, $1.65), the story of a man arrested on suspicion of being someone called Stiller, is certainly Kafkaesque. Somewhat of a curiosity is Maxim Gorky's **"Mother"** (Collier, 95¢). It heralds the Russian Revolution, and possesses the familiar artistic flaws of propaganda and oversimplification. Selma Lagerlöf's **"The Story of Gosta Berling"** (Signet, 75¢) tells of an unfrocked minister searching for salvation. From this book came Greta Garbo's first motion picture, made in Sweden *circa* 1920.

Between **"Alexander's Bridge"** (Bantam, 60¢), and **"My Mortal Enemy"** (Vintage, 95¢) lies almost the whole range of Willa Cather's writing. The first, published in 1912, has a hero of tragic proportions; the second, published in 1926, culminates in the darkest depths of feeling. "Human relationships," the author once wrote, "are the tragic necessity of human life."

Among the more recent fiction is the hilarious **"Through the Fields of Clover"** (Signet, 60¢), by Peter De Vries. At his best, and he is in this one, De Vries is gag-filled but, withal, penetrating and incisive. Ross Russell's **"The Sound"** (Macfadden, 50¢) has the ring of the real world of jazz, which to most of us is about as foreign as Timbuktu and, from the way the author portrays its inhabitants, just about as exotic. James Leo Herlihy's **"All Fall Down"** (Cardinal, 50¢) should not be overlooked; though the story is fairly thin, the structure and style are rich and rewarding. William Hoffman's **"A Place for My Head"** (Crest, 75¢) is perhaps not so good a novel as its predecessor, "The Trumpet Unblown"; but nonetheless this story of a small-town lawyer with good breeding and good alcohol has the flavor of early O'Hara.

TRAVEL

It's difficult to imagine Henry James as a foreign correspondent; but in the 1870s he wrote dispatches for *The New York Tribune*. Now collected into one book for the first time, **"Parisian Sketches"** (Collier, 95¢) are charming impressions ranging from notes on Chartres Cathedral to musings on the death of Georges Sand. James was, of course, a great traveler, and **"The Art of Travel"** (Anchor, $1.45), edited by Morton Dauwen Zabel, contains excerpts from his writings of 1875-1910 on his journeys through France and Italy. Certainly many a modern traveler has felt as James did when he wrote about Venice: "There is nothing left to discover or describe and originality of attitude is completely

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impossible . . . But this is not the fault of Venice; it is the fault of the rest of the world."

Stendhal was far more factual than James in his approach to travel writing. His 1829 **"A Roman Journal"** (Collier, $1.50), which has served as a first-class guidebook to the Eternal City, is crammed with details of churches and statues; yet through it all one feels the undercurrent of ancient intrigue.

Back in this hemisphere, **"Mexico"** (Dolphin, $1.25), by Brazilian novelist Erico Veríssimo, imparts a good deal of information about Hispano-American culture and civilization. The style is casual and delightful.

Anyone going out West this summer might like to carry along **"Theodore Roosevelt's America,"** edited by Farida A. Wiley (Anchor, $1.45), and sigh over the days when buffaloes roamed the range.

POETRY

Among the recent poetry reprints is **"Greek Lyric Poetry"** (Bantam, 60¢), in which brief selections from such lyricists as Sappho and Leonidas are ably translated by Willis Barastine. **"The Penguin Book of Latin Verse"** ($1.95), edited by Frederick Brittain, appends literal English translations to the original Latin texts.

In the race toward lyric immortality, neither Sappho nor Catullus would find the grass growing beneath the feet of Robert Herrick. Remember "Whenas in silks my Julia goes,/ Then, then, (methinks) how sweetly flows/ That liquefaction of her clothes"? **"Robert Herrick"** (Penguin, 95¢) is a neat selection of verse.

It's hard to say what modern poetry would have been like, at least for Pound and Eliot, Yeats and Wallace Stevens, if it had not been for the French Symbolists (easier to understand, perhaps?). **"Baudelaire, Rimbaud, Verlaine"** (Citadel, $1.95) contains selections from "Flowers of Evil," "A Season in Hell," "Illuminations," and "The Saturnine Poems." **"Rimbaud"** (Penguin, $1.65) includes prose translations by Oliver Bernard. In **"The Sky Above the Roof"** (Collier, 95¢) are gathered fifty-six of Paul Verlaine's finest, edited by Brian Hill, and the French text faces the English translation.

Another volume in which the original poems face the translations is **"The Selected Poems of Garcia Lorca"** (New Directions, $1.35). Among the varied translators are Roy Campbell, Edwin Honig, Langston Hughes, and Stephen Spender.

"A Choice of Kipling's Verse" made by T. S. Eliot (Anchor, $1.25) includes a lengthy essay in praise of Kipling which has since become famous. One of the distinctions Eliot makes is between "verse" and "poetry"; Kipling, he says, wrote "great verse."

Thumbing through **"The Stuffed Owl"** (Capricorn, $1.25), an anthology of "bad verse" selected by D. B. Wyndham Lewis and Charles Lee, we were eager to see who made it. Dryden, of course; Goldsmith, Byron, Wordsworth plentifully, even Keats once, and Longfellow. The book doesn't go farther back than the nineteenth century, but then, it was first published in 1930, and perhaps lacked historical support.

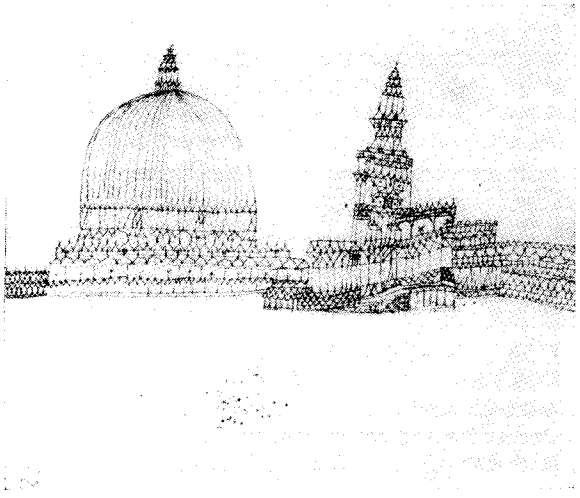
BLUE AND GRAY

Paperbacks are lined up on both sides of the Mason-Dixon Line, ready to refight the Civil War. Some of the more lively accounts of battles are those written by men who actually fought in them, such as Admiral Raphael Semmes's **"The Confederate Raider Alabama"** (Premier, 75¢), published only a few years after the war, in which the author gleefully reports on his escapades plundering the Union fleet. The *Alabama* was finally sunk off the coast of Cherbourg by the *U.S. Kearsage*, but Semmes, jaunty to the end, escaped on a British yacht.

Another tale of Civil War derring-do is John J. Pullen's **"The 20th Maine"** (Premier, 75¢), which tells of Joshua Chamberlain's regiment, which fought a brave war all the way from Antietam to Appomattox.

It was Ulysses S. Grant who wrote: "The war between the States was a very bloody and a very costly war. One side or the other had to yield principles they deemed dearer than life before it could be brought to an end." His memoirs are available in three different paperback editions: **"Personal Memoirs of U.S. Grant,"** edited by E. B. Long (Universal, $2.45); the same in a modern abridgment by Philip Van Doren Stern in the Premier Civil War Classics series (75¢); and as **"Grant's Civil War"** (Collier, $1.50), in which the selections have been chosen by Earl Schenck Miers.

MODERN MOVEMENTS: One of the handsomest paperback picture books is Herbert Read's **"A Concise History of Modern Painting"** (Praeger, $3.95). It's lavishly illustrated with nearly 500 pictures, 100 in full color. Sir Herbert hasn't tried to simplify a complex subject. His book is concise, to be sure; but he discusses lengthily each of the various movements of modern art — Cubism, Expressionism, Surrealism — and eventually arrives at some truths common to all of them.



"The Great Dome," by Paul Klee

"Rebellion," by Ernst Barlach

"The Cyclists," by Fernand Leger

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PERSONAL HISTORY

Rex of a Precarious Nation

"Uneasy Lies the Head: The Autobiography of His Majesty King Hussein I of the Hashemite Kingdom of Jordan" *(Bernard Geis. 306 pp. $4.95), tells of the intrigues, attempted assassinations, and elbow grease that comprise the lot of the Middle Eastern monarch. Chief of the Washington Bureau of The Christian Science Monitor, William H. Stringer has traveled in Egypt, Israel, and what is now Jordan.*

By WILLIAM H. STRINGER

FEW MONARCHS survive today without hard work. While Prince Souvanna Phouma can sally to Paris during his Laotian government's formative hours and while Prince Rainier runs a casino and a tax haven for corporations at Monaco, the Shah of Iran and King Hussein of Jordan have had to fight, and labor mightily, for the dubious privilege of managing precarious nations.

Hussein observed a basic lesson early, traveling with his not over-rich family to Lausanne. He writes in his autobiography: "I had seen enough of Europe, even at seventeen, to know that its playgrounds were filled with ex-kings, some of whom had lost their thrones because they did not understand the duties of a monarch." For him, kingship at eighteen meant facing vicious Arab intrigue almost at once, even assassination attempts. He was ruling a hardly-viable kingdom wedged between a hated Israel and a scheming Nasser.

Although sometimes disjointed history, the self-told story of this bantam ruler, this veritable Frank Merriwell, is a fast-moving narration, pithy with direct comment on President Nasser and faithless prime ministers, breathless with narrow escapes from poisoned sinus drops (of all things!) and palace bombings, warm with admiration for his stalwart grandfather (who was assassinated at his side), and romantic with a final chapter about a satisfying marriage to an English girl.

By all accounts, and not merely his own, King Hussein is a brave young man, possessing that courage of youth that doesn't count the dangers. Talk about Richard Nixon and his "Six Crises"! When Hussein's chief of staff and army leaders conspired against him, he rode into the midst of a troop melée in Zerqa—and was acclaimed and embraced by troops who admired such a show of bravery. He overnight discharged Glubb Pasha, world-known builder of the Arab Legion (for refusing to advance Arab officers), though London's Ambassador twice routed him out of bed to protest this affront to British pride. He sent Nasser's attachés and ministers packing when they intrigued for his downfall. He survived a surprise attack by Syrian MIG fighters which sought to harry his slow-flying private plane into the ground.

—*Wide World.*

Hussein—"Go-Kart" races on Fridays.

King Hussein does not overstate his case by very much. One wishes, however, for more of his personal views on the emerging American influence in the Middle East, and for a larger account of his reliance on the Bedouins of his nation and his army, who for a time seemed his only reliable friends.

Jordan emerged from World War II with little sense of entity or nationalism. The war with Israel, which brought in new territory and a horde of Palestinian refugees, hardly produced a united kingdom. Hussein's proudest claim, no doubt, is that he represented new hope for Jordan, contributed to its growing nationalism and pride, and made plans for building a modern nation.

The United States currently is assisting Jordan by some $37 million annually in economic assistance and direct payments into the Jordanian budget and by another $20 million in development assistance and PL 480 foodstuffs. It is good to note that King Hussein is vigorously pro-West, in speech at the United Nations, in friendship to Washington, and in loud pronouncement against the neutralism of Egypt. Britain nowadays supplies only $7 million or $8 million annually, together with some Arab Legion pension funds, to its former protégé.

Hussein, however, learned to admire the British at Harrow and it was on the playing fields of Harrow and Sandhurst, if not Eton, that Jordan's youthful king found a sportsmanship and discipline which later served him well.

The State Department regards Hussein as a strong personality in the Arab world, a youngster who has grown up in the school of hard knocks. He himself has urged the Arab League to find sounder leadership, and the far-spreading "Arab nation" to combine "the best of its past and the best it can absorb from modern civilization." His declared enmity is against Communism and Zionism. He would be less able to play both sides of the street than is President Nasser—to accept aid from both Moscow and the West—because his small kingdom offers less opportunity for mischief to the Kremlin strategists.

Nasser's neutralist and expansionist aims are less of a menace to Jordan, now that Syria has at least temporarily swung away from Cairo's orbit, although Nasser still has popularity as an anti-colonial hero in some sections of Jordan. As for Israel, although Jordan adopts the standard Arab line, it has a very long frontier with the Zionists and an unusual record for border tranquillity. Hussein shows no sign, as did his grandfather, of being willing to face the reality of Israel; no ruler of a precarious Arab state would dare do this. But he wryly writes that when Jordan suffered an oil famine due to Syrian hostility, its fuel ultimately was flown in from Lebanon, over Israeli territory with Israel's permission.

Today, Jordan, bolstered by Washington, seems destined to last awhile. King Hussein, proud to have a son, sometimes cooking his own breakfasts, indulging in "Go-Kart" races on Fridays, working steadily at Jordanian development programs, professes a new sense of contentment.

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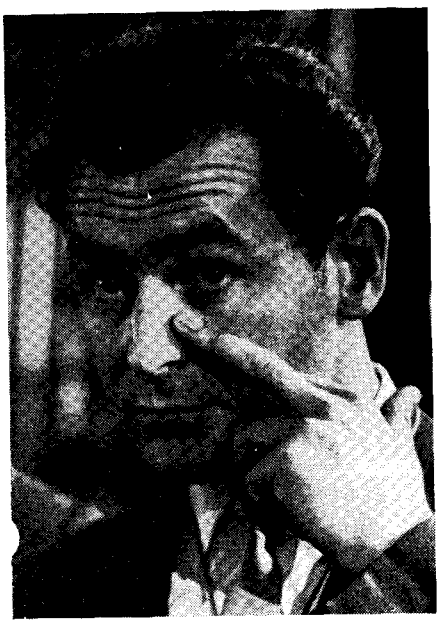
Groomed by Komsomol for Cosmos

"I Am Eagle!," by Gherman Titov, *based on interviews in Russian with Wilfred Burchett and Anthony Purdy (Bobbs-Merrill. 212 pp. $4.95), and* ***"Gherman Titov: First Man to Spend a Day in Space," as told to Pavel Barashev and Yuri Dokuchayev*** *(Crosscurrents. 111 pp. 50¢), tell how a scared boy in the Russian backwoods was transformed into an intrepid, Party-line Cosmonaut. John Newbauer is the editor of Astronautics.*

By JOHN NEWBAUER

GHERMAN TITOV, the first man to spend a day in space, a man who can expect an entry in the encyclopedias, has let the public-relations corps carry his hat, for these two books tell his story in the wonder words of official journalese. With both the game becomes: What is the truth? The books do not recommend themselves to you and me, but to the Sherlocks of the technical press, who will want to ponder their minor mysteries, *e.g.*, whether Titov's spacecraft carried a heat shield of "steel," as the man says, or whether Titov used a word difficult to translate and it came out "steel," or whether the people supplying the "background data" wanted to play games with intelligence experts poking around for tidbits of technically significant information and thus put in "steel."



—*Wide World.*

Gherman Titov—"he did not dream."

These books, with their fake first-person narratives, will make a reader sensitive to style nervous. For example, in "I Am Eagle" we see Titov, who is a gymnast, viewing his Vostok spacecraft for the first time:

> The Chief Constructor stopped so suddenly by the machine that I almost stumbled over him. He waved an arm proudly. "There she is, Titov—ready and waiting."

It is straight out of Buck Rogers. In "Gherman Titov: First Man to Spend a Day in Space" Titov reflects a moment just before he takes off in his Vostok:

> The Komsomol did a great deal for me, giving some "correctives" for my over-expansive character—and did it for my own good.

Well, it is not really all that bad, on all the pages. If you cannot guess how a talented peasant born of good people in the Russian backwoods, just before Hitler marched into Austria, became a Pilot Cosmonaut and you do not know roughly what goes into the preparation for a space flight, you can get some of each from either of these books, at the perils mentioned.

Titov as a boy sleeps on a shelf, above his parent's bed, close to the roof in a cramped one-room cabin. He is a boy scared by a vision of a huge dark figure emerging from the forest during a winter storm, a figure that vanishes when his father leads him by the hand outside to look at it. He is a boy who all but freezes himself to death through sheer determination not to let go of a pack of precious food for his family in another storm. He becomes a lone, disciplined man.

As an air cadet he does well, and lives a monastic life of brotherhood as leader and follower. Eventually, at an airmen's dance, he meets a woman who attracts him at once, but he does not recognize Tamara as anyone he knows, although his fellows kid him about her. She turns out to be the mess cook in his barracks, and he soon marries her.

Selected as a candidate Cosmonaut, Titov plunges into a new and strenuous regimen, but keeps the nature of his activity from his wife. Then, accepted for training, he prepares her "for my new line of work." Against her misgivings, he commits himself fully to the Russian space program. During the course of two years or so of his preparations, Tamara loses two children through mysterious defects. Both he and his wife undergo deep depressions.

Asked by a journalist what makes him so anxious to fly in the cosmos, Titov answers, "I suppose, because I love everything on earth so truly and deeply." He is the first man to experience sleep in orbit. Describing his flight, he pointedly remarks that he did not dream. As he says, in another context, "In our country feats are the very substance of life." Dreams apparently do not come through. Titov finally receives his "greatest honor," membership in the Party.

Such experienced but unplumbed psychological melodrama could go a long way to making space flight everything the funny papers envision.

In "Gherman Titov" the Cosmonaut tells us, "Publicity in the form to which the West is accustomed is foreign to us." I would say to Titov that these books, which bear his name, represent a too-familiar domestic phenomenon for us—in the lives of prize fighters, movie stars, and minor politicians. Men will not forget Cosmonaut Titov, but they will forget these books.

FRASER YOUNG'S

LITERARY CRYPT NO. 990

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 990 will be found in the next issue.

SCFEQFSNHL MDIH EB CHDN

ABCQH HKQHSJ RMHE BEH

FL RHNN AHG.

O. JRDFE.

———

Answer to Literary Crypt No. 989

All power corrupts; absolute power corrupts absolutely.

—LORD ACTON.

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Protest with a Victorian Accent

***"Fact and Fiction," by Bertrand Russell** (Simon & Schuster. 317 pp. $4.95), offers a collection of occasional pieces on poets, dreams, democracy, and tolerance. Maurice Edelman is a novelist and Labour member of the House of Commons.*

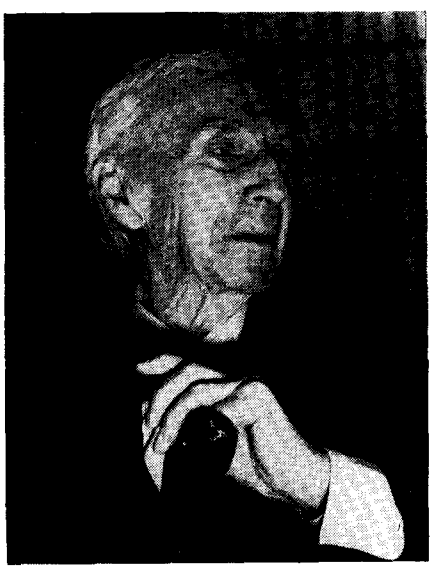
By MAURICE EDELMAN

THE OTHER day, when the Executive of the British Labour Party wanted to expel Bertrand Russell, I wrote a letter to *The Times* that I venture to quote in full:

> Sir,
> Socrates, you will recall, was condemned because he corrupted the youth. But who remembers his judges?
> Yours truly, (etc.).

I wholeheartedly disapproved of Russell's action in serving as a sponsor of the Moscow Peace Conference that was the occasion of the Executive's anger. But, on the other hand, I could not help feeling that, all things considered, the Labour Party would be poorer, though purer, in exorcising the ninety-year-old heretic.

Russell is a phenomenon and a paradox. He straddles the Victorian and the Atomic Age both in years and in stature. Born in a period that believed in the perfectibility of man, he lived to see Hitler and Hiroshima. A nineteenth-century optimist, he has observed how science has led our own generation to a nihilistic despair. He has marched with teen-agers, squatted in puddles with undergraduates, and gone to prison with his wife in protest against nuclear policies. He is a rationalist philosopher with the fervor of St. Paul. With all his errors, he remains a historical figure. That is why I suggested that he will be remembered when some of his judges will certainly be forgotten.



Bertrand Russell: "It is only democracy that makes us better."

It is fitting that this book of occasional pieces should be called "Fact and Fiction," because Russell's whole life has been dedicated to an attempt to separate one from the other. With his sensitive and romantic mind, it is natural that literature should glow for him as luminously as the light of science. (One of my happiest recollections is of Bertrand Russell reading to me at Cambridge in 1944 a page of "Zuleika Dobson.") His essays on his favorite poets, his records of his dreams, and a short story illustrate the mind of a man who synthesized the "Two Cultures" before C. P. Snow popularized the dichotomy. But the most interesting part of this book deals with the separation of fiction from fact about some of the institutions that affect our daily lives—democracy, for example.

Lord Russell at this point does a service to truth (and, incidentally, to himself) by putting the record straight about his views on Communism. Though a stern critic of some Western policies, there can be no doubt that he has no illusions about Communism. "We do right," he says, "to be horrified by Stalin's ruthlessness, but we are wholly mistaken if we think that, given the opportunity, we should do any better. It is only democracy that makes us better."

This, I think, is at the heart of Russell's political optimism. Without regarding democracy as being everywhere of equal validity, he sees it as the consensus that produces reasonable solutions by which men can live together. Sometimes it has been charged against Russell that he once urged a preventive war against Russia. He has denied it. And his essay "What Is Democracy?" reinforces the denial with the words "We shall not be wise if we, realizing what is evil in the Communist system, ourselves encourage a war." Bertrand Russell believes in the democratic protest which, with a new generation growing up in the Soviet Union, may well make itself heard there in the fulness of time. Change is a condition of life. But life itself is a condition of change; survival —"better alive than dead"—is an essential preliminary to political evolution.

Side by side with democracy, "Fact and Fiction" also celebrates its twin-sister, tolerance. Just as tolerance was the glory of liberals in the nineteenth century, so intolerance has proved the worst sin of the twentieth century. "I have long been accustomed to being regarded as a crank," the author writes in his essay on a super-crank, but he makes light of the charge. He can, of course, well do so, since in a country of conformity like Britain eccentrics are regarded as embellishments rather than nuisances. The bloodletting of the Reformation, when cranks were called heretics, has receded into history. The only cultures that can readily tolerate dissent are secure societies that had their revolutions and religious wars long ago.

Lord Russell himself, for all his faith in world government, his one-time renunciation of his title, and his record of nonconformity, emerges in these pages as an Englishman of Englishmen, securely rooted in the same aristocratic tradition that produced Byron and Shelley, and, despite his disagreements with many of them, the pride of his fellow-countrymen. No one will be able to put down this serene and lucid book without feeling grateful that what is best in the Victorian Age still lives on in the grandson of one of Queen Victoria's prime ministers. It is even possible that Bertrand Russell, this frail flesh-and-blood link with our more civilized past, may have supplied the basic wisdom for man's survival beyond the Nuclear Age.

LITERARY I.Q. ANSWERS

Column Two should read: 7, 4, 8, 11, 17, 12, 16, 6, 15, 5, 1, 10, 9, 18, 2, 3, 14, 13.

Coming July 28th:

WILLIAM FAULKNER

Man and Writer

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Cavils on Our Cultural Pathology

Herbert Gold—"scarcely rebellious."

"The Age of Happy Problems," by Herbert Gold *(Dial. 238 pp. $4.50), sharply criticizes varied aspects of the current American scene. Wilson Sullivan is editor of The Winchester (Mass.) Star.*

By WILSON SULLIVAN

NOVELIST Herbert Gold's eighteen essays trudge from the decline of the American novel to divorce. On balance, they bear the tone of solemn and cryptic journal entries, meant only partially for others to read; they are discursive, undisciplined, and turgid.

While Mr. Gold's chapters on Sherwood Anderson, Reno, the Beats, and the American novel are to the point, the remaining essays are the purest wash. "Divorce," he assures us, "is a fragile snowflake in the December sun." Love, he suggests, is "the best gift which earth offers everyone in the democracy of blood." Thus enriched, we are reminded that bachelors are sunlamp-tanned cruisers, lonely and bored to a man, sliding, after their TV dinners, "down the razor blade of time."

For Mr. Gold, Henry James's novels embody chiefly "a flight from direct fleshly feeling." Can anyone aware of Isabel Archer agree? Proust is "static." Is "Swann's Way" static? Truman Capote is one of "the chattering poets of decoration," raising "elegant eccentricity and child psychology to the level of literature." But can one deny Capote a stunning reign over words, or one of our literature's finest sensibilities? Again, is it necessary to deride Hemingway's hammer-blow prose in order to dismiss his mindless heroes?

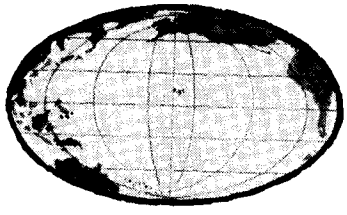
Mr. Gold is a sensitive writer and, at his best, deftly abrasive. He defines the one-upmanship of salon psychology: "I insight you; you insight me; together we know nothing of value," and the bland recipe for TV drama: "happy stories about happy people with happy problems." His vignette of Sherwood Anderson is entirely charming: "He carried his childhood like a hurt warm bird held to his middle-aged breast. . . ."

But all this is scarcely rebellious. We've had Kazin, Packard, Riesman, and Fromm to define our cultural pathology in depth, to deal professionally with what Mr. Gold calls our "confusion and anxiety amid the greatest material comfort" we have known, our status-seeking, our commuter dormitories, our "succession of phony goals cranked out by a succession of disposable deep-thinkers." And T. S. Eliot has already suggested why, in Mr. Gold's words, motion is no substitute for action, nor paralysis for patience.

All this is to say that we've had a jugful of skittish attacks on the "Passion According to Saint Luce," pot shots at tired old BBD&O, exposés of American expatriates on the Left Bank digging Josh White, "doing" Donne, or waiting "like Lenin in Switzerland" for their moment of truth.

Mr. Gold urges writers to abjure detachment, to be involved and committed, to exercise the moral leadership abandoned by a philosophy lost in technique and a religion lost in accommodation. "We must recognize ourselves among the actors," he suggests; "neither our disapproval nor any other judgment can annul our participation." It is regrettable that in this book he is more concerned with his own very wide disapproval than with how this participation might be effected.

Your weekly trip around the world of ideas



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Context of Follies and Joys

"An Age of Enormity: Life and Writing in the Forties and Fifties," by Isaac Rosenfeld, *edited by Theodore Solotaroff (World. 347 pp. $5), reveals why the author's reputation continues to flourish after his untimely death. Manfred Wolf teaches English at San Francisco State College.*

By MANFRED WOLF

THE LEGEND of Isaac Rosenfeld, well established before his death at thirty-eight, has continued to flourish in the six years since. His must have been an extraordinary personality to have so impressed the literary world, since his published writing consisted mainly of a scattering of occasional essays and periodical reviews. Now Theodore Solotaroff has made a selection of his work, and the basis of the legend becomes at least partially clear. He had qualities at once impressive and beguiling.

Rosenfeld had a truly inspiring gift for being immediately and happily engaged by an unusual variety of subjects, both great and humble. He could say, and well, important things that had not been said before, about such unpromising matters as Jewish attitudes toward eating, class taste in furniture, and the values of *The New Yorker*. For Rosenfeld, criticism, both literary and social, was not so much an act of scrutiny as a loving labor of cultural definition, which involved not only the work itself but also its life in a cultural context and the critic's very act of studying it. He begins one of his reviews this way: " 'Raquel' is a gold mine: Feuchtwanger wrote it for money, I am now writing about it for money, so are all the other reviewers in the papers and journals, and the men of letters who address the luncheons. . . ." Even when he addresses himself to works that he values, Rosenfeld's technique is the same. His criticism consists of going not into an object but out of it, of concerning himself less with a specific instance than with a general concept. When he begins a review by saying, "Suppose there were no short stories," he is offering no mere gambit; he is actually entertaining a supposition.

Isaac Rosenfeld—"high wit."

Rosenfeld is at his best when exposing folly and hypocrisy, the "enormities" of modern culture and popular literature. His own most nearly major essays concern minor writers. There is high wit and a true sobriety as well in the measure he takes of such writers as Nancy Hale, Jo Sinclair, Herman Wouk, E. B. White. Like Orwell contemplating boys' weeklies, Rosenfeld seeks to understand the unexpressed assumptions, both conscious and unconscious, of these writers, and the nature of the comfort or stimulation the public takes from reading their works. Every serious critic panned "Marjorie Morningstar," but only Rosenfeld bothered to think about it: why it was written, why it sold, the sociology of its engendering, the particularities of its worthlessness and its appeal.

Perhaps the measure of his own limitations is Rosenfeld's inability to confront major subjects with the same assured incisiveness and skill. His analyses of good writers are consistently fresh, but leave one with the awareness of having read better. His political essays are more moving than profound, more likely to evoke personal tenderness for their author than assent to his opinions. Before the concepts of "politics," "love," "sex," "nature," and especially "joy," Rosenfeld stood in pious, almost religious awe. Yet he does not manage either to define them satisfactorily or to communicate the dazzling significance they held for him.

Rosenfeld was for several years a disciple of Wilhelm Reich. To a reader unfamiliar with Reichian theory, his use of cult terms must often cause confusion and bewilderment. And the initiated but unconvinced will conclude that Rosenfeld sometimes suffered his ideology to confound his reason.

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Musical Chairs and Paperbacks

By ALICE DALGLIESH

THE PUBLISHERS, who have been playing musical chairs, are more or less settling down, and we begin to be familiar with all the new names, to feel only a mild shock when Harper & Brothers' telephone is answered by a brisk "Harper & Row" and Harcourt's by a necessarily more leisurely "Harcourt, Brace & World." The combinations take more space in reviews, however!

* * *

There will, inevitably, be a good many paperback books for young people. Crowell-Collier seems to be producing some, but no detailed information is forthcoming. Grosset & Dunlap has a substantial list of young paperbacks for the fall, including classics and reprints from other publishers. Scribners will publish in August five paperbounds, charming as to cover, substantial as to content—including "The Wind in the Willows." McGraw-Hill is publishing five of their established science books. *Scholastic* magazine has had great success with its paperback book clubs; these, however, have had an assured distribution.

The question *is* distribution, but it will be fine if it really works out so that children may buy their own books in the bookstores that carry paperbacks. Also, some books that have gone out of print, or have to go out, could have a new life with a new generation of children.

Meanwhile most publishers are providing two hardcover bindings for at least the first printings of children's books, with one of them extra-durable for libraries and schools.

* * *

Big, *big* books ("they shout at you from the bookstore") are still with us. Fortunately, the flamboyant and presumably noisy ones are offset by a few quietly delightful small ones. The Lilliputian item of the bookstores this fall will be Harper & Row's "Nutshell Library," four tiny books (2 7/16" x 3 7/16") written and illustrated by Maurice Sendak. They come in a decorative slip case—but more about these when the content of all of them is known. Wisely, they will also be published in a larger size for libraries.

* * *

In view of previous discussions of easy-to-read books, and of the teaching of reading, it is satisfying to note that a group of leading educators met recently to discuss reading problems. They decided that there is no one way of teaching reading, but the teaching of phonics is essential. This may have some bearing on the content of the easy-to-read books, because, provided with the tools to attack new words, children will not be restricted to a limited vocabulary. Books that diminish the vocabulary to "only . . . words" may be out of luck.

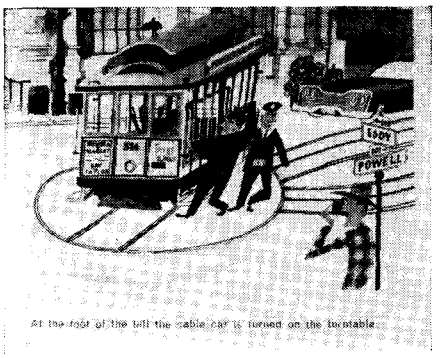
* * *

The other day I talked informally at a meeting of the public librarians of the Borough of Queens. They told me that the greatest circulation, in the middle group of children, was for fairy tales—and that poetry was extremely popular. The books of poetry were introduced by the librarians, and, it seems, they circulate partly because of the attractive format given them by the publishers. This is good news, and I hope it is the situation in many libraries.

Is it only the girls who read these books? A boy in fourth grade wrote me that he liked a certain collection of fairy tales "because they are not *just* fairy tales." I asked him to explain this. He wrote, "They aren't just stories about little fairys [sic] dancing around a camp fire singing out chants." In other words they are stories about grown-ups, with real plots.

* * *

The streamers prepared by the Children's Book Council for Children's Book Week are very amusing and colorful this year. One of them is reproduced at the bottom of page 36.



—*From "This Is San Francisco."*

THIS IS SAN FRANCISCO. *By M. Sasek. Macmillan.* 55 *pp.* $3. Like most visitors to San Francisco, M. Sasek has fallen in love with that unusual city and has given it his best. His writing here is less guidebook-like and somewhat more informal than it has been. But at times one longs for just a few more words for those children who will view San Francisco only in the pages of the book. "Seal rocks made the Cliff House famous." What is the Cliff House?

The book opens with a sweeping view of the city as seen from Berkeley, with the Golden Gate Bridge in the distance. Farther on there is a spectacular picture of the bridge, and for good measure the artist also swings the whole orange-red span across two pages. He handles the city's incredibly steep streets particularly well, as he does the cable cars and Chinatown. And he's very kind about the famous fog, throwing only a light scarf of it across the Golden Gate. It will be difficult for readers to resist rushing out to see San Francisco again—or for the first time. Varied ages.

THE STORY OF SNOWMAN, THE CINDERELLA HORSE. *Written and illustrated by Tony Palazzo. Duell, Sloan & Pearce.* 56 *pp.* $2.50. Very young horse enthusiasts will love this book about Snowman; older enthusiasts have a book about him in which he does not talk or think. Fortunately, he does little of this here, and except for about three pages the picture book gives an exciting and true story. There are lively pictures in which Tony Palazzo has even indicated Snowman's way of coming up to jumps nonchalantly, as if he were not going over. Ages 5-8.

WATCH THAT WATCH. *By Hilda Colman. Illustrated by Leonard Weisgard. Morrow.* 32 *pp.* $2.95. The watch in this story, which by its loss completely disrupts the lives of Lee and his mother, reminds me of the true story of the child who said of "The Old Woman and Her Pig": "Why couldn't she make a little elevator and get the pig over the stile that way?" Modern children may well say, "Why didn't they buy a clock?" However, children will enjoy the ways in which the watch is found and passed on from one animal to another, each in turn discovering that it does not need to tell time. The listening child may absorb the idea that time divisions are useful only to humans. The artist is adept at picturing animals, the outdoors, the sea, so it is a happy collaboration. Ages 4-8.

THE HOUSE ON EAST 88th STREET. *By Bernard Waber. Illustrated by the author. Houghton Mifflin.* 48 *pp.* $3. When the Primms and their young son, Joshua, moved into the house on East 88th Street strange sounds came rumbling through it. SWISH, SWASH, SPLASH, SWOOSH. There it came again. "Joseph!" cried Mrs. Primm, "there's a crocodile in our tub." Sure enough, there was—a large green crocodile. Although we seem to have had an unusual number of crocodile-in-the-home books recently, Lyle will amuse children because of the many absurd

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things he does. It is sad when his owner reclaims him, but the ending is most satisfactory. The pictures are of a modified cartoon type. Ages 5-10.

SILVER FROM THE SEA. *By Ruth Tooze. Illustrated by Kurt Wiese. Viking.* 40 *pp.* $2.75. Ruth Tooze, who spent a number of years introducing books to children and teachers, was sent to Southeast Asia by the State Department to help the Cambodians write their own books. There, from her having watched the fishing on the shore of Viet Nam, grew this story of Ti Kang Dinh. Everyone, from grandmothers to children, takes a share in bringing in the nets and the fish—for the sea gives them much of their food. A warm and lively tale that makes Viet Nam seem more than just a little country on the map. Ages 6-9.

MISCHIEVOUS MEG. *By Astrid Lindgren. Illustrated by Janina Domanska. Viking.* 139 *pp.* $2.75. The many young admirers of "Pippi Longstocking" will gravitate to this story by the same author; it is well written, cheerful, and occasionally amusing. Meg, not mischievous, but unable to foresee consequences, will appeal to little girls. But won't twelve-year-olds (or even tens) demand more plot and think it foolish that, at ten, Meg would jump off the roof with an umbrella and expect to land unhurt? (From the spirited picture it's a mercy she had only a concussion.) Madcap children are a European tradition, while ours are encouraged, at least in books, to walk a straighter path, which is probably why they go with Pippi and Meg in imagination.

ONE SUMMER ON MAJORCA. *By Marielis Hoberg. Illustrated by Hans Georg Lenzen. Abelard-Schuman.* 190 *pp.* $3. The pleasant pace of Majorca runs through this story and so does the feel of the island. Heiner and Elsie have been adopted by the couple they call "Mama" and "Uncle George" at the beginning of the book and accept as "Mother" and "Father" at the end. As the children have come from different orphanages, they also have to accept the brother-and-sister relationship. Elsie accepts it; in fact she is always reminding Heiner that she is his sister. However, complications are created by her jealousy of Heiner's friend Ludwig at the orphanage. Even after Ludwig runs away and both children help to hide him, Elsie is still jealous. Then Ludwig goes back to the home to await adoption into this assorted family, and Elsie claims everything will be solved if they are both her brothers. I wonder? A slight story with not especially skilful working-out of relationships, this is made attractive by its setting. Ages 10 and up.

SINGING WINDOWS. *Written and illustrated by Mary Young. Abingdon Press.* 64 *pp.* $3.75. The windows of Chatres Cathedral are magnificent, but I had not realized there were so many—176 in all. The story of the building of the cathedral is told, also that of the people leaving their burning homes to save their favorite windows, the theme of several of which is given. The book then moves on to the history of stained glass, and of different types of windows, up to the modern. Some of the pictures are in color, though the pages of a book can never convey the translucency of stained glass: young people must see the windows for themselves, either at home, or abroad. The last chapter suggests making "stained-glass windows" with transparent paper, and there is a bibliography. A useful book. Ages 10 and up.

THE FIRST BOOK OF VIKINGS. *By Louise Dickinson Rich. Pictures by Lili Rethi. Watts.* 66 *pp.* $1.25. This would be a good background book to use with "Beorn the Proud" reviewed last month. It is most readable, and it supplies solid information. In Western Europe during the ninth century a regular part of church services was the prayer "Save us, O God, from the violence of the Norsemen." The book's last sentence states: "The Vikings did not vanish completely, nor did the world outgrow them. Rather let us say that the Vikings grew into the world."

Because I had a little fun with Franklin Watts concerning his successful series title, he wrote me a friendly explanatory letter saying that "First Books" were always "first books" for *someone*. An effective explanation!

YOUNG AMERICA'S GARDEN BOOK. *By Louise Bush-Brown. Illustrated drawings by James Bush-Brown and photographs. Scribners.* 280 pp. $4.50. The first requisite for the author of a book on gardening is a thorough knowledge of the subject, spiced with enthusiasm. This Mrs. Bush-Brown has—and proved it in her well-known "America's Garden Book" for adults. Her book for young people states its facts so clearly that any reader with a *good* vocabulary can profit from it.

Instead of being a general book on gardening, beginning with the essentials of making a garden, this one starts with the art, craft, and science of gardening, then works its way through various "projects." There are projects for growing vegetables and flowers, plants for gifts, city and apartment gardens. (I've had a good deal of gardening experience, but have never grown achimenes indoors.)

A full table of plants, flowers, shrubs, trees, and vines is given at the end, with planting information and remarks. The pictures seem to show somewhat overelaborate gardens for beginners; this is not, however, a very young child's book. Ages 10 and over.

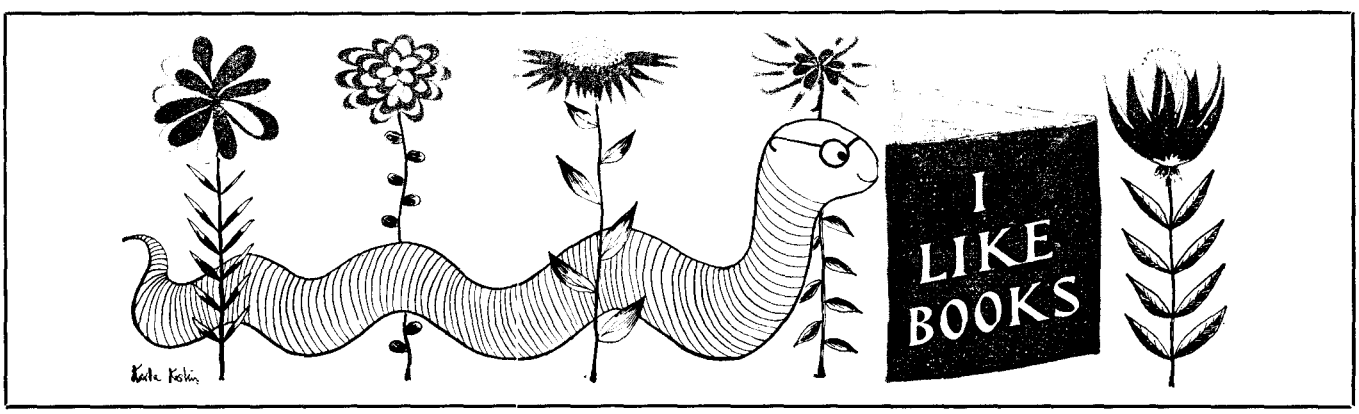
JOHN MILTON: Clarion Voice of Freedom. *By Flora Strousse. Vanguard.* 283 *pp* $3.50. Here is a biography that will reward the serious-minded young reader who stays with it, especially as it gives insight into the background of those Englishmen who left Britain for America. Milton's home life, which was tragic, is in this book treated with a fair amount of maturity. Through domestic and political troubles, his own voice speaks—for a good deal of his poetry and parts of "Areopagitica" are included.

The poet writes to one who is attacking him after Cromwell's death: "I would, Sir, prefer my blindness to yours. Yours is a cloud spread over the mind which darkens both the light of reason and of conscience; mine keeps from my view only the colored surfaces of thinking. . . ."

Well handled is Milton's inability to accept any faith without question and his finding in the order of the world the only argument for the existence of God. After that it is puzzling that the author constructs a death scene in which the poet recapitulates his life and feels the need to pray, "God help me in my unbelief." Milton died in his sleep. Bibliography and index lacking. Ages 12-15.

* * *

EDITOR'S NOTE: Barnes & Noble, Inc. has drawn my attention to the fact that their "Original Narratives of Early American History" were credited to A. S. Barnes. We now give credit, with apologies, to the publisher.



One of three colorful streamers prepared by the Children's Book Council for Children's Book Week.

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EDUCATION IN AMERICA

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Associate Education Editor: JOHN SCANLON

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East and West

RANKING the states is a favorite pastime of educational statisticians. Whether the ranking is made on the basis of years of schooling, percentage of illiterates, school expenditures, or teachers' salaries, the evidence reveals a vast disparity between the states at the top of the list and those at the bottom.

It may come as a shock to Easterners to discover that their states do not come out very well in these comparisons. West of the Mississippi there are fewer illiterates and more high school and college graduates in proportion to total population than in the states along the Eastern seaboard. The highest average teachers' salaries are found, not in New York or New England, but in California and Alaska.

Illiteracy rates are three times as high in New York and New England as in Iowa, where fewer than 1 per cent of all adults are unable to read and write. There are fewer illiterates in Nebraska, Oregon, Washington, Idaho, and Kansas than among comparable populations in any state east of the Mississippi. These differences probably reflect recent interstate migration patterns more than quality of local schooling, but if this is the case they make it clear that Eastern illiterates are not taking Horace Greeley's advice while educated people are.

In Utah, Alaska, Nevada, Colorado, and Wyoming more than 50 per cent of the adults over twenty-five are high school graduates. In Connecticut, Delaware, and Vermont, 40 per cent is closer to the typical figure. Colorado and Utah have a greater percentage of college graduates than any state in the East, while Hawaii is ahead of Massachusetts, and New Mexico leads Connecticut. New England has some fine private colleges and universities, but the great majority of local students cannot get into them, while a much larger proportion of the students of Western states are admitted to their own state universities.

If a "dropout" is defined as a student who fails to complete high school, the highest dropout rates are found in Virginia, South Carolina, Georgia, Kentucky, and Mississippi where half the students do not graduate. The states with the lowest dropout rates are widely scattered geographically. In Wisconsin, 98.5 per cent of those who were in the eighth grade in 1955-56 completed high school four years later. In Minnesota, the figure was 88.2 per cent. In California, Massachusetts, and New Jersey, it was over 80 per cent. The national average was 68.7 per cent, but in Vermont it was only 54.8 per cent.

For those who doubt that degrees, diplomas, years of schooling, and teacher salaries give an accurate indication of educational quality, a better kind of evidence is available—the percentage of selective service registrants failing the mental and educational tests for the armed forces in 1960. In this ranking the Western states again come out on top. Montana leads the way with only 4.7 per cent failures and Iowa, Utah, Oregon, and Washington had fewer than 6 per cent failures. But in Massachusetts 12 per cent of the registrants failed the tests, in Connecticut 18 per cent, and in New York 21 per cent. In Alabama, Louisiana, Arkansas, South Carolina,

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and Mississippi, the rate was over 40 per cent. No matter what explanations may be offered, the difference between Montana's 4.7 per cent and Mississippi's 56.5 per cent is dramatic.

Willingness to accept the responsibilities of a citizen in a democracy is not a direct measure of educational quality but it should be a by-product of education. In Wyoming, Idaho, Utah, and the Dakotas, 80 per cent of the citizens of voting age cast their votes in the election of 1960. New Hampshire was the only Eastern state to score in the same bracket. In New York, Pennsylvania, Maryland, and New Jersey, only about 70 per cent voted. The figure was still lower in the South, but, of course, this reflects local restrictions and racial bias as well as educational quality.

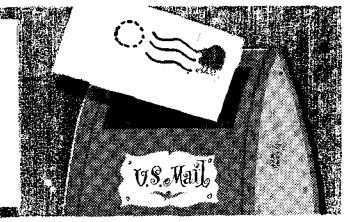
Last year the average salary for public school teachers was $5,527. In Alaska and California it was over $7,000, and in New York the average was $6,700. Mississippi was at the bottom with an average salary of $3,560, but in the past ten years Mississippi has raised salaries 127.3 per cent—the highest rate of increase in the nation—while New York salaries went up only 52.5 per cent. The gap is being closed.

ALL these figures are taken from the NEA's Research Report, 1962-R1, titled "Rankings of the States, 1962." This report does not give figures on the number of students scoring high on nation-wide examinations such as College Boards and tests given in connection with competitions for scholarships. On such tests a disproportionate number of the highest scores are made by students from the Northeastern section of the country, and this suggests that while the West may be providing better education for average students, the large metropolitan centers of the East are providing more stimulation for highly talented students.

No one of these statistics, taken alone, provides a reliable index of educational quality within a state. Many of the illiterates in Eastern cities are recent migrants from other states. The fact that large numbers graduate from high school in a state may indicate that standards for graduation have been relaxed.

The same salary in dollars may attract competent teachers in one state and yet be too low to attract good ones in another state where living costs are higher. But, taken all together, the vast range of differences among the various states is sufficient to lead us to the conclusion that we are still a long way from providing equality of educational opportunity for all American youth. —P.W.

Letters to the Editor



GRAVES OF ACADEME

PROFESSOR A. LAMENT [*SR*, June 16] says, "A college on the ragged edge of respectability has in its library 60 to 100 volumes per student; the higher the ratio the more reputable the school is likely to be."

The University of California at Berkeley has 25,000 students and a library of 2,500,000 volumes. Two and one half million divided by 25,000 equals 100 volumes per student. Ergo, the University of California is on the ragged edge of respectability.

The University of California at Berkeley also has nine Nobel Prize winners on its faculty. I'm confused.

RALPH S. ABASEAL,
Student.

Berkeley, Calif.

SO HOW COME A. Lament doesn't leave Happy College for one where the educational atmosphere is more in line with that of the "better" schools?

SOL DISNER,
Principal,
Pitcher Elementary School.

Detroit, Mich.

IT IS INDEED lamentable that the anonymous critic of "The Graves" who so righteously condemns promotion of professors other than on the basis of academic merit, compares the contemptible practices of scholars at Happy College, with "lawyers . . . prowling for customers." One is thus led to wonder whether the author is any more qualified to assess, for the public at large, the field of education, than he is to appraise the practice of law.

RICHARD D. HARBURG,
Attorney.

Philadelphia, Pa.

IN YOUR INTRODUCTORY remarks to the article about "Happy College, USA" by "A. Lament," you stated that "for obvious reasons he (Professor A. Lament) has adopted a pseudonym."

What are these "obvious" reasons? Would the "real professor" be fired? Would his promotion be denied? If these are, indeed, the "obvious" reasons why the professor has chosen a pseudonym, then the atmosphere of fear that exists on the "Happy College" campus should be of far greater concern to him than the inadequacy of the library or the intellectual shortcomings of the students. He obviously feels strongly enough about the failure of Happy College to fulfill its role as a genuine institution of learning to share his disturbance with the readers of *Saturday Review*, but unfortunately he lacks the courage to give expression to his own grievances where it matters most—on his own college campus.

We would conclude that if he could not afford to identify himself as the author of his article, he certainly has been in no position to work for the correction of the academic evils in the institution to which he refers.

FRED WARREN,
Assistant Professor of Music,
Chico State College.

Chico, Calif.

THE ANONYMOUS professor at "Happy College, USA," in his lampoon of "The Graves of Academe," convinces this reader of the inadequacies of third-rate colleges. I am angered at the shallowness, commercialism, and softness with which he is surrounded in his daily work. At the same time, I wonder whether we cannot find a reasonable midpoint between the stupidity he describes and the foolishness I read between the lines of his reaction.

HOWARD PIERSON.

North Babylon, N.Y.

MISS BLANDING'S DREAM HOUSE

I LOVED E. Kendall's "Miss Blanding's Dream House" [*SR*, June 16]. As a Vassar graduate, I have been torn between laughter and gaping amazement over this whole unbelievable episode. When I was there (1941-44) we took for granted that "the highest standards" we were expected to uphold were quite naturally academic. Certainly if by seventeen or eighteen one hasn't developed some principles from within, they aren't going to be imposed from without.

And as for the 40 per cent who didn't agree with Miss B. They, poor souls, have been damned by some as being advocates for promiscuity and intemperance. But I'm willing to bet most of these girls believe, as we did, that as long as one's academic work is satisfactory and one does not appear sloshed in public nor hangs a red light above one's door, one's personal life is not the business of an institution whose purported purpose is academic enlightenment.

ZELL H. DRAZ.

Fayetteville, N.Y.

PERHAPS ELAINE KENDALL should review what Freud said about sublimation when she states that no one has ever said that abstinence does nothing for the brain.

Perhaps she should read the Kinsey Report and find the correlation found in educated people and sexual sublimation when she states that there is no unfavorable correlation between sex experience and academic achievement. Of course it doesn't *prove* anything, but propensity for education and control of the sexual instinct seem to correspond.

LILLIAN BAGLEY.

Portland, Ore.

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As an alumna, I am grateful that Miss Blanding had the courage to set a high standard for Vassar. She is not living in a "dream house" or taking Vassar back to the Victorian era, but is facing facts and is taking the right road. She has the support of many students and of a large majority of the alumnae who are the mothers and grandmothers of future Vassar students.

Alma Lutz.

Berlin, N.Y.

O come, come, Elaine Kendall, even as a glib and clever commentator you should honor the meanings of words.

I quote from your article, "Miss Blanding's Dream House": " . . . Miss Blanding has announced that Vassar College would not condone sexual promiscuity and/or excessive drinking, and that any student who felt she could not abide by this 'innate' standard should withdraw voluntarily from Vassar before she is asked to leave."

Is sexual *promiscuity* and/or *excessive* drinking equivalent to "*virgo intacta* and sober as well?" Is "enforced chastity" implied in a college standard that does not condone unreasonable excesses?

Your dictionary has gone astray.

Anne Brady.

Franklin Lakes, N.J.

McGUFFEY AND HIS READERS

May I offer a comment on Professor Henry Steele Commager's interesting and informative article [*SR*, June 16] on "McGuffey and His Readers"? To say as he does that the McGuffey books were read "in all parts of the country" must be a great exaggeration of the case. There were dozens of competing series of reading books in use during the McGuffey period.

In eastern Pennsylvania we used the Sanders and later the Butler series and we never heard of McGuffey. There must have been whole sections of the country that McGuffey never penetrated. As for making the mind of America, it would be truer to say that the mind of America made the McGuffey readers. That was why the astute publishers were careful not to offend the South which was trying to develop public schools. The Butler books did likewise, that is, instead of having "Barbara Frietchie" to represent Whittier, "The Barefoot Boy" was selected.

There are fashions in schoolbooks. After Independence, moralistic and patriotic, often oratorical, pieces were used. Horace Mann, especially after his return from Germany (1843), urged the addition of practical and informational pieces. The E. H. Butler "Fifth Reader" (1883) had just such pieces as the publishers of the McGuffey books used in the great revision of 1879. McGuffey was no longer living. There is no need to suppose that anybody copied anybody. A new fashion was developing. Schoolbooks are intended to aid in the education of children, but to do that they must, in our economy, be sold. The McGuffey publishers may have had no better product than some others but they were marketing experts.

H. G. Good.

Columbus, O.

Readers of *Saturday Review* might like to know that Henry Steele Commager's article "McGuffey and His Readers" was commissioned by the New American Library as a foreword to "McGuffey's Fifth Eclectic Reader," a Signet Classic to be released the end of July.

Jay Tower,
Publicity and Promotion Director,
New American Library.

New York, N. Y.

TEACHERS' STRIKE

Having read the article "Teachers View Their Strike" and the many accompanying letters [*SR*, June 16] I have come to certain conclusions about how to allay the discontent of teachers in New York City and, once and for all, end all talk of teachers' strikes. Under my proposals, the following should be done immediately:

(1) *Fire all supervisors.* It is well known that all New York City supervisors are political hacks, incompetent, and a drag on the creativity of teachers. They are all greatly overpaid, while the teachers are underpaid. Their work would be better done by clerks. Firing all supervisors (including, of course, the President of the United Federation of Teachers who is himself a New York City supervisor) would save a lot of money which could be given the teachers. Freed of the yoke of supervisors, each teacher would be "his own boss," teach what he felt like teaching, and use whatever methods he pleased.

(2) *Do away with plan books, supervisory visits, and observation reports.* It is humiliating for teachers to have to plan their work and submit their plans for supervisory evaluation. Teaching is an art, and artists must be allowed to create as the mood seizes them. If any significant learning results from that, well and good. If not, at least the teacher has the satisfaction of doing what he feels like. In the classroom, the teacher should be "king," the children entrusted to his care, his obedient subjects. No submission of lesson plans, no visits by anyone to classrooms, no reports, and the millenium will have been reached.

(3) *Pay salaries in the $20,000 range (minimal) to teachers.* This excellent idea is advanced by one of the letter writers. To make this possible, of course, the City of New York would have to do one or more of the following things: (a) reduce the wages of its other employees; (b) cut out essential services, including the elimination of all public improvements; (c) double the real estate or sales tax or impose many other burdensome taxes on a hitherto unheard-of scale. Wouldn't any or all of these be grossly unfair to other city workers or to the public? Perhaps, but the teachers would all be happy. Isn't that worth the cost?

Were all of the above suggestions adopted, New York City's teachers would be the happiest, most "professional" and most "dedicated" of public servants. Think of it, a salary of over $20,000, no supervisors to humiliate and annoy them, no time clocks to punch, no lesson plans to submit, no visits or supervision reports, no rating of service, no official file, no nothing except the right of a "professional" to do as he pleased in his classroom. Wouldn't this do away immediately with the teacher shortage and end all talk of strikes or threats of strikes? Or would the resulting anarchy and chaos lead to ever more insistent demands for a return to the practices of the "good old days"? I wonder.

Irving M. Small,
Former New York City School Supervisor.

New York, N.Y.

The thread in the teachers' response to your strike article is their underlying defensive nature, their childlike reaction of guilt. After all is said, the sad fact remains that the law was broken by those that, outside the parent, influence our children the most.

The segment of our society from which we all expect responsible actions reflecting respect toward government disobeyed the law. And they got away with it!

All that comes after cannot be sweet. Can government, public, pupil, or teacher trust each other on this false foundation?

Arnold Plumer.

Valley Stream, N.Y.

Teachers are a part of a community. They, like everyone else, are circumscribed by what the community thinks best for itself. That is its privilege. If it says that its police, firemen, water department, and anyone else concerned with public affairs shall not have the right to strike, that is its privilege. Once you take a job under such rules neither you nor your union has a right to break them. Once you take upon yourself the deliberate breaking of the rules you no longer belong there, and the stigma of that fact will follow you. Be careful you do not follow false leaders. We have to remember that we live as part of a com-

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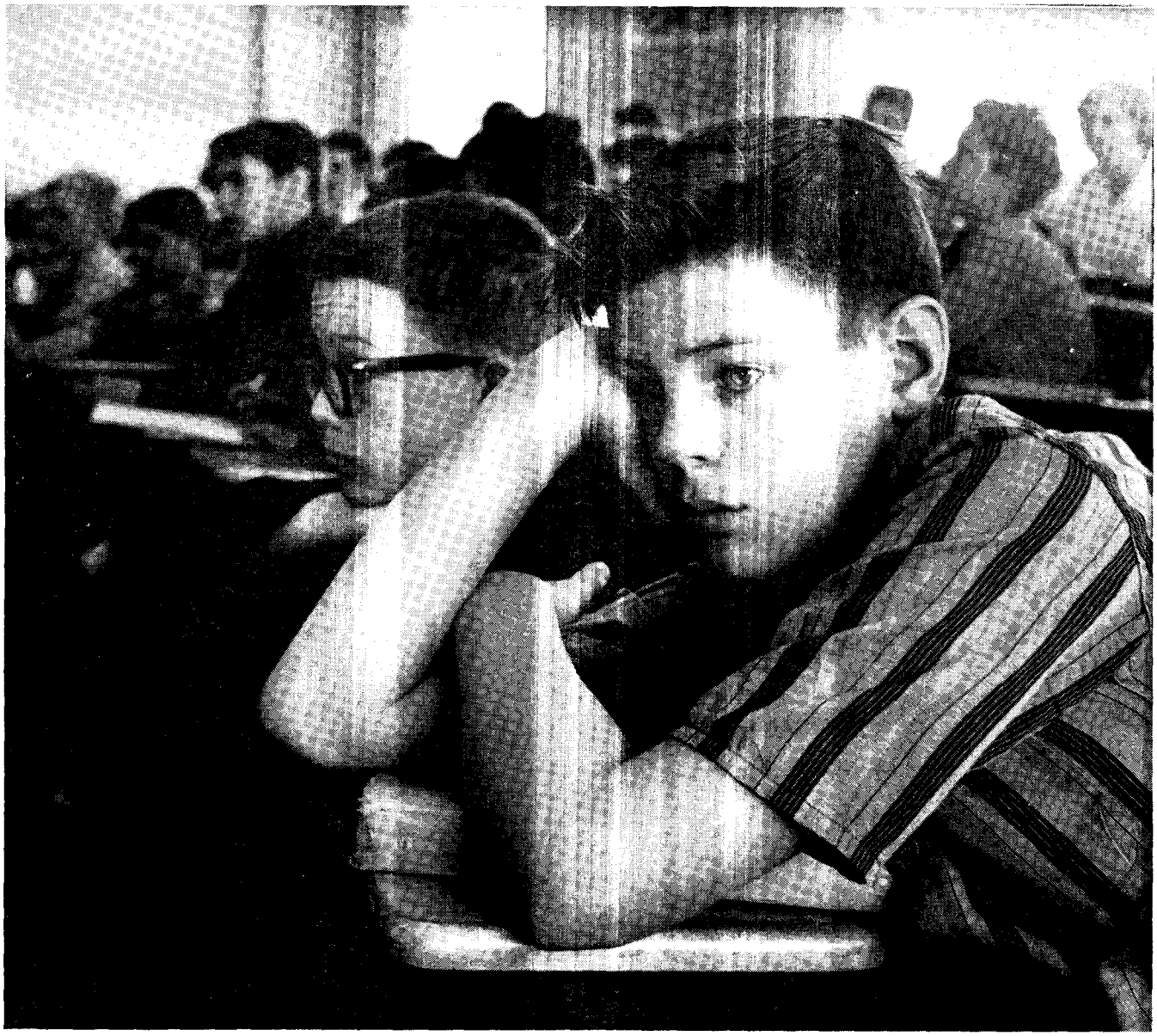

—*Hays from Monkmeyer.*

SCHOOL IN THE MIDDLE

Junior High: Education's Problem Child

By MAURITZ JOHNSON, Jr., *Professor of Secondary Education, Cornell University.*

EVERY so often some indignant or exasperated soul prescribes major surgery for the American educational enterprise, and more often than not the object of the incision and derision is the junior high school. While this operation has about as much chance of being pulled off as has the abolition of the income tax, such desperate proposals tend to divert attention from the very real needs for improvement at this school level. In an atmosphere of such dire threats, fervent supporters of the junior high school brook no criticism of their beloved institution, however valid it may be. But, while detractors who advocate decapitation to cure a headache are of scant help to the patient, neither are his well-intentioned friends who call the headache an illusion or a normal condition.

The junior high school is an American invention which dates from the first decade of this century. In 1920 there were fewer than 400 of them; in 1940 there were over 2,000; and now the number is probably close to 5,000. In quantitative terms the movement has been a distinct success.

Actually, it was an integral part of a larger movement which involved the downward extension of secondary education through the annexation of grades seven and eight from the elementary school. In large school systems, physically separate three-year junior and senior high schools were established, but in small ones a single six-year secondary school became the mode. In the latter, the old four-year high school usually persisted as a unit, with the two appended grades occupying an indefinite status. Rarely has the junior high school idea been a guiding force in the six-year high school.

What is the junior high school ide
In a word, asylum. The junior hig.. school is supposed to be a bridge between the elementary school and the upper secondary level and, indeed, a bridge between childhood and that at-

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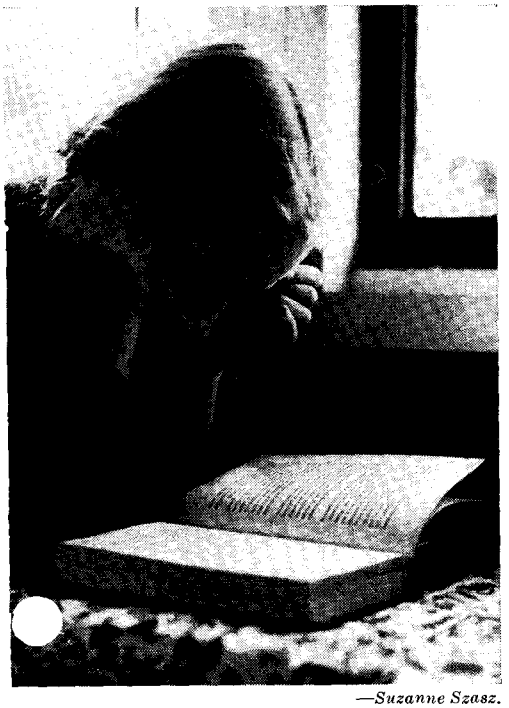
tenuated near-adult stage we call adolescence. Within this "transition school for early adolescence," a very special environment is to be created in which pubescence can be experienced without trauma or trepidation. The forbearance of understanding teachers and the comfortable camouflage of the "peer group" (all of whom are in the same boat), facilitate the rapprochement of the sexes, the learning of new social skills, the exploration of bodily changes, and tolerant acceptance of ambivalent vacillation between childish dependence and brash assertiveness. At the same time, the right combination of wide "exploration" and wise guidance would assure that, when the metamorphosis was complete, the physically healthy, emotionally stable, socially adjusted, civic-minded specimen which emerged from the cocoon would be well prepared to take advantage of whatever opportunities later adolescence might offer.

If this description appears to be a caricature, such is not the intent. Realistic or not, defensible or not, these are the goals that junior high schools have sought to achieve. It is easy to extend our overly sentimental view of childhood too far, but it cannot be gainsaid that in the contemporary American culture the phenomenon of adolescence is characterized by a quest for heterosexual social relationships and emancipation from adult control, and this phenomenon cannot be ignored. Apparently, the leap from childhood dependency to sophisticated individuality can rarely be accomplished in advanced Western societies without the intermediate use of the group of contemporaries as a transitory source of security. In a world in which adults expound one set of values and espouse another, in which schooling is prolonged and economic dependence is protracted, and in which social life is largely outside the family, the value of a haven the junior high school attempts to be is readily recognized by many parents of this in-between age group.



—*Suzanne Szasz.*

". . . energetic, curious, fumbling individuals on the threshhold of adulthood."

If this phase of development is often a difficult one for those passing through it, it is even more so for the adults around them. To establish and maintain a junior high school which fully exemplifies the idea underlying that institution is not easy, and many schools, it must be conceded, have been less than successful in this regard. And, as with the girl with the curl, a good junior high school can be very, very good, but a poor one can be horrid.

IT IS not difficult to find some teachers who view youngsters at this level as obnoxious nuisances, rather than as energetic, curious, fumbling individuals on the threshold of adulthood. Some junior high schools provide social activities as formal and sophisticated as those in which high school seniors engage. Some promote extensive interscholastic athletic programs which feature strenuous physical exertion, intense emotional involvement, and often late hours. In some, the break from grade six to seven is as abrupt as it ever was between grades eight and nine. But these are shortcomings in human performance and institutional arrangements, rather than inherent defects in the idea, which in many schools is faithfully and skillfully practiced.

But if the idea itself makes a certain amount of sense, it also gives disconcertingly little attention to the primary responsibility of any educational institution—intellectual development. Not that the intellectual aspect is completely ignored or that it is incompatible with the concern for transition, but simply that the emphasis on it is not explicit and its nature is not defined.

It was not ever thus. When the first junior high schools were established, there seems to have been greater concern about the downward extension of secondary education than about the separation of the secondary school into two components. The chief motive for extending downward stemmed from a dissatisfaction with the elementary school curriculum and methods in grades seven and eight. To a large extent these were "review" years, preparatory for eighth-grade graduation (or nongraduation). For many pupils this review was considered unnecessary, and it only delayed their beginning more advanced academic studies under teachers who were specialists in these subjects. For the many overage pupils who populated these grades, the steady diet of review of common branch subjects seemed, perhaps not entirely futile, but at least of less value for imminent entry into the world of work than one accompanied by some specific vocational training. It was through this combination of earlier academic instruction and terminal vocational training that the "needs" of the young (and not so young) adolescents were to be better met.

The separation of the junior high grades from the upper ones was not at that time so much for social and emotional reasons as to make the *academic* initiation at grade nine easier for pupils, since approximately half of all high school students were in the freshman classes of the conventional high schools, and that was as far as many of them ever got. It was *this* transition that was of greatest concern, not the one from grade six to seven or the one represented by pubescence. Indeed, if social and emotional considerations entered the picture at all, they revolved about protecting the younger children *from* the unwholesome influence of the young adolescents in the seventh and eighth grades within the elementary school, not providing a haven for the new junior high school group.

Again, this is not to deny the usefulness of a separate and special social setting for this transition period, but merely to emphasize that the early concern for more suitable intellectual fare has of late been obscured. We may grant that the earlier vocational emphasis is less appropriate today because of longer compulsory education, diminished overageness as a result of changed promotion policies, and increased importance of intellectual development in a technologically more complex economy. But precisely because more people do need to develop further than ever intellectually, it is all the more important that those who wish to improve the junior high schools again turn their attention to this central area of the school's responsibility.

It is in regard to intellectual training that those who are inclined toward abolition of the junior high school must also consider the consequences of such a step. To return grades seven and eight to an elementary school status is unthinkable. Pupils at this level must have the intellectual resources which a secondary school is better able to provide—teachers prepared in specific subject areas; laboratory, library, studio, and shop facilities; and a sufficient concentration of pupils for differentiation in the curriculum consistent with the extensive range of abilities among

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pupils at this level. The elementary school as we now know it cannot provide these conditions. If the junior high school were to be destroyed, the only other alternative would be to merge it with the senior high school in a single six-year unit. What advantage this would offer in strengthening the lower three grades intellectually is unclear.

Some communities, because of building considerations or sheer tradition, retain grade nine with the upper three and maintain a two-year middle unit. There is a feeling in some quarters that ninth graders fare better academically under such an arrangement. This is highly questionable, unless there is a great disparity in the qualifications of teachers at the two levels. Actually, when teachers are equally qualified, ninth graders in a junior high school setting appear to achieve as well or better than they do as freshmen in a four-year high school. Furthermore, a two-grade school lacks stability in that pupils enter one year and leave the next. Although it is better than no middle school at all, it has not been found to be as satisfactory as a three-year unit.

A legitimate question, however, is which three grades? While the seven-nine unit predominates today, there is increasing interest in a six-seven-eight combination, because it appeals to the four-year high school advocates, to the proponents of a three-year middle unit, and to those who want pupils introduced even earlier to teachers who are specialists in their subjects. It would be resisted by those who for several decades have introduced an elementary school philosophy into the junior high school to counteract what they consider to be too early departmentalization, too great an academic emphasis, and too much imitation of high school social and athletic practices. The wisdom of such a unit should not, however, be determined by how large a coalition can be mustered in its favor.

Since the middle school as a separate organization can be justified on social grounds only if it embraces the period during which the majority of pupils reach adolescence, the six-seven-eight unit would be valid only if it could be shown that large numbers of sixth graders are pubescent. There is some evidence that youngsters do mature earlier today than they did a generation or two ago, and certainly they acquire greater amounts of general information and social sophistication earlier. In some communities, however, this is not true, and it is senseless to argue for the same organizational pattern everywhere. But it does not follow that the matter of organization is, therefore, inconsequential. What is important is that we be clear as to *why* a middle school unit with identity of its own is desirable, and what it needs if it is to be a stable, viable unit.

Junior high schools can be eliminated or altered, but pupils of junior high school age will remain, and who will teach them and what they will be taught are the really significant questions. Their teachers need to be as well versed in their respective subject fields as possible, and in addition be cognizant and appreciative of the relative immaturity of these pupils, their transitional status, and their tremendous diversity. Junior high school teachers must be willing and able to help pupils become students, equipping them with the tools and procedures for a lifetime of study, rather than assuming that they are already so equipped or can acquire, on their own, the ability to study effectively and independently. If junior high schools would address themselves to this problem seriously, pupils, their parents, and all of their subsequent teachers would be grateful.

—*Suzanne Szasz.*

"Good junior high school teachers are even harder to come by than good elementary or senior high school teachers."

GOOD junior high school teachers are even harder to come by than good elementary or senior high school teachers. It would be an oversimplification to say that some teachers are attracted to the profession out of a desire to be with children and others from an urge to engage in the transmission of ideas, and that at the junior high school level the pupils aren't lovable enough for the one group and the ideas dealt with aren't complex enough for the other. Nevertheless, a recent study at Cornell showed that among some 600 teachers who were surveyed, those teaching grades seven and eight were markedly less satisfied with their level of assignment than were teachers in the grades below and above. When the reasons were analyzed, the nature of the curriculum (the ideas), rather than the nature of the pupils at this level, seemed to be predominant. Teachers who enjoy teaching many subject areas cannot do so in the junior high school, nor can those who enjoy teaching advanced content do that. Perhaps this is inevitable in an "in-between" school.

Yet, there is a clue here that the curriculum at this level needs some careful rethinking and perhaps a complete overhauling. Typically, all seventh and eighth graders are required to take some nine or ten subjects for the same length of time, despite considerable differences in their abilities, interests, and accomplishments. No matter that a pupil is tone deaf and has been taught music by a specialist throughout six elementary school years—he must still "explore" it, along with his friend who plays in both band and orchestra and practices an hour each evening. No matter that a pupil is weak in the fundamentals of arithmetic—his mathematics teacher, fresh from a course in partial differential equations, must teach him the types of life insurance and what enters into overhead in retailing, just as he must teach these topics to all the mathematically eager pupils awaiting the delights of algebra, geometry, and the infinity beyond.

In all fairness, it must be said that many program changes are currently being made in junior high schools—some eighth graders study algebra; foreign language, taught by the direct method, is offered in grade seven; set theory, Venn diagrams, and other modern mathematical topics have been introduced; and more science is being given. But these changes represent only creeping improvement, not the giant step that is needed. It is true that the quality of teaching makes or breaks any program, but a poor curriculum is a millstone around the neck of the best of teachers.

Take the bright young social studies teacher who did graduate work in comparative economics or American foreign policy. A complete stranger in the community, he must begin by teaching that one Silas Wright established the first local grist mill, and then recount for the nth time the story of the Indian tribes which inhabited the area and the great contribution they made to American culture, and spend the rest of the year in a provincial tribute to the greatness of the particular state. Or, consider the English teacher, a literature major, of course—primarily British literature, particularly poetry, especially the Lake poets—with no study of grammar since high school (the college English depart-

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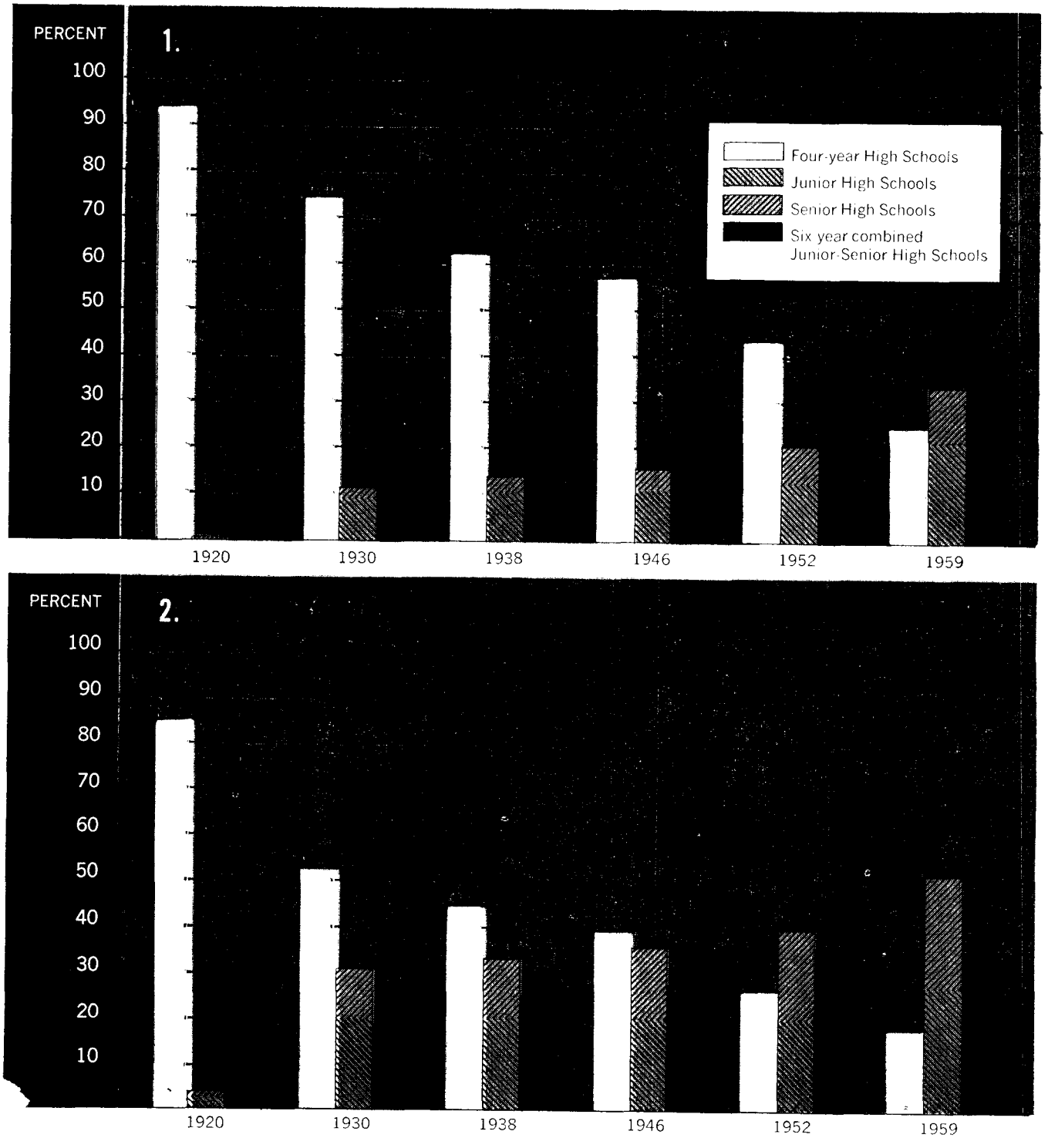
PATTERNS IN SECONDARY EDUCATION

Back in 1920, there was a relatively simple division between elementary and secondary education—eight years of elementary school and four years of high school. Since then, as the charts below illustrate, this division has declined sharply, and various other arrangements have flourished. Today there are more six-year high schools than any other kind but most of these are small institutions located in villages or rural areas. A greater number of students are enrolled in separate junior and senior high schools because this is the dominant pattern in urban areas.



Source: U.S. Office of Education—Public Secondary Schools, Statistics of Education in the U.S., 1958-59

Graph: Pageant Studio

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THE DICTIONARY AS A BATTLEFRONT

English Teachers' Dilemma

By MARIO PEI

FOR SOME years, there have been more and more insistent rumblings from all sorts of quarters concerning the quality of the English imparted in our schools and colleges. Graduates of our educational institutions, the critics have charged, do not know how to spell, punctuate, or capitalize; to divide a thought concept into phrases, sentences, and paragraphs; or to express themselves, either in speech or writing, in the sort of English that is meaningful and acceptable. As a single sample of the many complaints that have been voiced, I may cite a friend who is a high official in WNBC-TV: "Recently we interviewed over a hundred college graduates to fill a post calling for a knowledge of good English. Not one of them made the grade. None of them knew the rules of good writing, and none of them could express himself or herself in clear, simple, forthright English sentences."

The blame for this state of affairs has consistently been put upon two branches of the educational world: the teachers of English and the progressive educationists. Books such as "Why Johnny Can't Read" are indictments of modern educational practice. A cultured lay writer, J. Donald Adams of the New York *Times Book Review*, said in his column of December 20, 1959:

> If more parents who were themselves the recipients of a decent education could be made aware of the asinine statements about the teaching of the English language which are being spewed forth by today's educational theorists, there would be an armed uprising among the Parent-Teacher Associations all over the United States. It would be an uprising armed by common sense and hot indignation, and it would demand and get the scalps of those so-called educators whose indefensible doctrines are rapidly producing a generation of American illiterates . . . The root responsibility for the decline in standards of English rests, I think, with the teachers of English in our primary and secondary schools, and even more so, with the teachers of education who produced them. . . . There is an organization called the National Council of Teachers of English, whose attitudes and activities constitute one of the chief threats to the cultivation of good English in our schools.

What critics of present-day methods of teaching English have in the past failed to realize is that the responsibility for the situation lies deeper than the departments of English and the teachers colleges. The practices of both are merely a reflection of the philosophy and theories of a school of linguistics that is in turn linked with a school of cultural anthropology of the equalitarian persuasion whose views color far more than the teaching of languages in general or English in particular.

As far back as 1948, in a New York *Herald Tribune* book review, Bernard De Voto came out with a blast at the cultural anthropologists for assuming that methods that seem to work with the Ubangi and the Trobriand Islanders will produce dependable results when applied to the English or Americans. But his was a voice crying in the wilderness. Few people were sufficiently specialized, or interested, to perceive the link between theories presented in scholarly books on anthropology or linguistics and practices that affect the daily lives of all of us.

It was only with the appearance of the new third edition of "Webster's Unabridged International Dictionary" late in 1961 that the issues at stake, at least for what concerns language, became clear to the cultured, educated layman of America. For this there was a deep, underlying reason that reaches down to the grass roots of our mores.

The English language, as is well known, has no set standard and no accepted authority, in the sense that countries such as France, Italy, and Spain have language academies that undertake to tell the speakers what is and what is not good standard practice. Since the days of Dr. Johnson, who refused to embalm the language and thereby destroy liberty, English speakers have submitted to the Doctrine of Usage rather than to the Voice of Authority. But usage has its own canons. In Britain, something called the King's (or Queen's) English has been enshrined over and above local dialects that range from London's Cockney to super-cultivated Oxford, and from the harsh speech of the North Country to the mellifluous accents of Kent. In America there is no President's American, but there is the Dictionary. From the time of Noah Webster, Americans have been wont to dip into a dictionary, the more unabridged the better, to settle questions of usage and proper practice.

It may be stressed at this point that at no time did the compilers of the various editions of the Merriam Webster, the most comprehensive dictionary of America, set themselves up as authorities or arrogate the right to tell the people what was right and what was wrong in the matter of language. All they did was to record prevailing usage among the more educated classes. They listed and described plenty of variant regional pronunciations and words. They recorded, too, speech-forms of the lower classes, carefully labeling them "colloquial," "substandard," "vulgar," or "slang." This was not meant to prescribe or proscribe the use of certain forms, but merely to inform the reader as to the distribution of their occurrence. The attitude of the earlier lexicographers seemed to be: "Go ahead and use this form if you want to; but if you do, don't complain if someone says you are using a slang term."

The new 1961 edition of the Merriam-Webster has many features to commend it. Not only does it list the multitude of new terms, technological and otherwise, that have entered the language in recent years; it also has the merit of listing, with full definitions and examples, word combinations that have acquired special connotations not inherent in their component parts. The older Webster's defines both "guilt" and "association"; but the new Webster's also gives you "guilt by association." This means that the new edition is a handier tool than the older.

But the new edition makes one

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startling innovation which has recommended itself to the attention of all reviewers and of the general public as well. It blurs to the point of obliteration the older distinction between standard, substandard, colloquial, vulgar, and slang. "Ain't," it says, is now used by many cultivated speakers; "who" in the accusative function and "me" after a copulative verb are of far more frequent occurrence than "whom" and "I," and, by implication, should be preferred. This viewpoint goes right down the line. It led the editor of the New York *Times* to compose a passage that starts:

> A passel of double-domes at the G. & C. Merriam Company joint in Springfield, Mass., have been confabbing and yakking for twenty-seven years—which is not intended to infer that they have not been doing plenty work—and now they have finalized Webster's Third New International Dictionary, Unabridged, a new edition of that swell and esteemed word book.
>
> Those who regard the foregoing paragraph as acceptable English prose will find that the new Webster's is just the dictionary for them.

There is more: the older Webster's, insofar as it gave citations, used only established authors, recognized masters of the language. The new Webster's cites profusely from people who are in the public eye, but who can hardly be said to qualify as shining examples of fine speaking or writing. This leads another critic to complain that Churchill, Maritain, Oppenheimer, and Schweitzer are ranged as language sources side by side with Billy Rose, Ethel Merman, James Cagney, and Ted Williams; Shakespeare and Milton with Polly Adler and Mickey Mantle.

Dr. Gove's defense, fully presented in the pages of the same New York *Times* that had thundered editorially against his product, is both able and forthright: a dictionary's function, he said in substance, is to record the language, not to judge or prescribe it. Language, like practically everything else, is in a state of constant flux. It is not responsible to expect it to remain static, to retain unchanged forms that were current at one period but are no longer current today. We have changed our point of view in many fields; why not in language? His defense is, in a sense, a counterattack against the forces of purism, conservatism, and reaction. Why disguise the true function of a dictionary by turning it into a tool of prescriptivism, a fortress of a language traditionalism that no one today really wants? Language, after all, is what people speak, not what someone, be it even Webster, thinks they ought to speak.

This both clarifies and restricts the issue. But an issue still remains. Should a dictionary be merely a record of what goes on in language (all language, both high and low), or should it also be not so much a prescriptive tool as a guide for the layman, to not merely what *is* usage, but what is the *best* usage?

A speaking community that has been accustomed for the better part of two centuries to rely upon the dictionary to settle questions of usage balks at finding all usage now set on an identical plane. The contention of the objectors is that there are different, clearly identifiable levels of usage, which it is the duty of the dictionary to define. Without necessarily using the terms "correct" and "incorrect," they still would like to see a distinction made between what is better and what is worse.

In opposition to their stand, the new philosophy, linguistic and otherwise, seems to be summed up in this formula: "What is is good, simply because it is." Good and bad, right and wrong, correct and incorrect no longer exist. Any reference to any of these descriptive adjectives is a value judgment, and unworthy of the scientific attitude, which prescribes that we merely observe and catalogue the facts, carefully refraining from expressing either judgment or preference.

This relativistic philosophy, fully divorced from both ethics and esthetics, is said to be modern, sophisticated, and scientific. Perhaps it is. Some claim that its fruits are to be seen in present-day moral standards, national, international, and personal, as well as in modern so-called art, music, literature, and permissive education.

But we are concerned here only with its reflections on the language. The appearance of the new Webster's International has had several major effects. It has brought the question of permissiveness in language squarely to the attention of millions of educated laymen, who use the dictionary and refer to it for guidance. Without forcing a renunciation of Anglo-American reliance on usage rather than on the Voice of Authority, it has brought into focus the paramount question: "Whose usage? That of the cultivated speakers, or that of the semiliterates?" Finally, it has for the first time brought forth, into the view of the general public, those who are primarily responsible for the shift in attitude and point of view in matters of language—not the ordinary classroom teachers of English, not the educationists of the teachers colleges, but the followers of the American, anthropological, descriptive, structuralistic school of linguistics, a school which for decades has been preaching that one form of language is as good as another; that there is no such thing as correct or incorrect so far as native speakers of the language are concerned; that at the age of five anyone who is not deaf or idiotic has gained a full mastery of his language; that we must not try to correct or improve language, but must leave it alone; that the only language activity worthy of the name is speech on the colloquial, slangy, even illiterate plane; that writing is a secondary, unimportant activity which cannot be dignified with the name of language; that systems of writing serve

"Who used that dreadful expression 'making out'?"

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only to disguise the true nature of language; and that it would be well if we completely refrained from teaching spelling for a number of years.

If these pronouncements come as a novelty to some of my readers, it is the readers themselves who are at fault. The proponents of these language theories certainly have made no mystery about them; they have been openly, even vociferously advancing them for years, and this can easily be documented from their voluminous writings.

The real novelty of the situation lies in the fact that, through the publication of the new Webster's—compiled in accordance with these principles—the principles themselves and their original formulators, rather than their effects upon the younger generations, now come to the attention of the general public. Lay reviewers generally display their complete awareness.

Dwight MacDonald, reviewing the new Webster extensively in the March 10, 1962 *New Yorker*, after claiming that the "scientific" revolution in linguistics has meshed gears with a trend toward permissiveness, in the name of democracy, that is debasing our language by rendering it less precise and thus less effective as communication, goes on to say:

> Dr. Gove and the other makers of 3 are sympathetic to the school of language study that has become dominant since 1934. It is sometimes called Structural Linguistics and sometimes, rather magnificently, just Modern Linguistic Science. . . . Dr. Gove and his editors are part of the dominant movement in the professional study of language—one that has in the last few years established strong beachheads in the National Council of Teachers of English and the College English Association. . . . As a scientific discipline, Structural Linguistics can have no truck with values or standards. Its job is to deal only with The Facts.

Max S. Marshall, Professor of Microbiology at the University of California, writing in *Science*, March 2, 1962, says in part:

> Opposed to [believers in a standard of quality in English] with several ringleaders at the head, is a group which goes back some thirty years, but has been actively proselytizing only in relatively recent years. These are the advocates of 'observing precisely what happens when native speakers speak.' These are the self-styled structural linguists, presenting language in a way so foreign that it might be imposed before users of the language discover its existence. . . . Gove declares himself flatly on the side of the structural linguists, calmly assuming, as do their ringleaders, that they are about to take over.

The principles of the American school of linguistics described above may come as a shock to some, but there is no need to be shocked. They are based upon definitely observable historical facts. Language invariably changes. Within our own personal experience we have noticed certain forms and expressions once considered slangy turning into regularly accepted parts of the standard language.

ALL that the American school of linguistics advocates is that we accept the process of change in language and submit gracefully to its inevitability. If we persist in hanging on to language forms and concepts that are antiquated and superceded, then we are merely subscribing to what they call "the superstitions of the past." We should be forward-looking, and progressive-minded. We renounce imperialism and colonialism in international relations, and admit nations like Ghana and the Congo to full equality with the established countries of Europe; by the same token, we should view the languages of the Arapahoes and the Zulus as being of equal importance with Latin and French. We believe in democracy and

(*Continued on page* 55)

Webster's Third in the Classroom

For the teachers of English in our colleges, high schools, and even elementary schools, the appearance of the new dictionary brings up thorny pedagogical problems. A mathematics or science or history teacher can objectively prove that a correction made on a student's paper is justified. In the past, the English teacher could refer to Webster's for proof that a word, an expression, a form, or a spelling used by a student was, if not "wrong," at least substandard. What can the teacher do now, short of leaving his pupils' language, both oral and written, alone and uncorrected? Let us imagine a conversation in the classroom:

PUPIL: "Teacher, why did you mark this wrong?"

TEACHER: "It's substandard, Tom."

PUPIL: "But I looked up the word in Webster's. It's given there, and it don't say nothin' about the word being—what did you call it?"

TEACHER: "Just the same, it's substandard, which means it's not used by the cultured people of the community—just like the 'it don't say nothin' that you used a second ago."

PUPIL: "But, teacher, didn't you learn us that the only guide to language is usage?"

TEACHER: "So?"

PUPIL: "So that's my usage! Ain't I got as much right to my own usage as anybody else?"

TEACHER: "But 'usage' refers to the way of speaking of the more educated people in the community."

PUPIL: "You mean I ain't educated?"

TEACHER: "Well, I'll admit we're trying to educate you."

PUPIL: "Anyhow, I use that word all the time. So do all the other guys. Don't that make it usage?"

TEACHER: "Well, I don't want to establish class distinctions, but—"

PUPIL: "Aw, what's wrong with speaking like all the other guys do?"

TEACHER: "I suppose it's all right when you're speaking to your friends, but this is an English composition."

PUPIL: "You mean I should write different from the way I talk? But didn't you tell us the other day that what we write should be a refraction of what we hear spoken around us?"

TEACHER: "I said 'reflection', not 'refraction.' Look, Tom, there's no point to prolonging this discussion. I'll mark you right, since you have the backing of Webster's. All right? No hard feelings?"

PUPIL: "It's O.K. by me, Teach! You're a swell guy!"

One of the most prominent linguistic scientists envisages the abolition of all instruction in spelling. Would it not be at least equally logical to advocate the abolition of all instruction in English? With the triumph of the doctrine of usage, amplified into "the native speaker can do no wrong," what does an English teacher have to teach his pupils that the pupils don't already know? After all, "anyone who is not deaf or idiotic has fully mastered his native language by the end of his fifth year."

Teachers of English who listen to the siren song of the structuralists should perhaps begin to show some concern over the continuance of their own jobs, if not over anything else. —MARIO PEI.

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Teacher Evaluation

TEACHER: *Socrates*

A. PERSONAL QUALIFICATIONS

	Rating (high to low) 1 2 3 4 5	Comments
1. Personal appearance	☐ ☐ ☐ ☐ ☑	*Dresses in an old sheet draped about his body*
2. Self-confidence	☐ ☐ ☐ ☐ ☑	*Not sure of himself – always asking questions*
3. Use of English	☐ ☐ ☐ ☑ ☐	*Speaks with a heavy Greek accent*
4. Adaptability	☐ ☐ ☐ ☐ ☑	*Prone to suicide by poison when under duress*

B. CLASS MANAGEMENT

1. Organization	☐ ☐ ☐ ☐ ☑	*Does not keep a seating chart*
2. Room appearance	☐ ☐ ☐ ☑ ☐	*Does not have eye-catching bulletin boards*
3. Utilization of supplies	☑ ☐ ☐ ☐ ☐	*Does not use supplies*

C. TEACHER-PUPIL RELATIONSHIPS

1. Tact and consideration	☐ ☐ ☐ ☐ ☑	*Places student in embarrassing situation by asking questions*
2. Attitude of class	☐ ☑ ☐ ☐ ☐	*Class is friendly*

D. TECHNIQUES OF TEACHING

1. Daily preparation	☐ ☐ ☐ ☐ ☑	*Does not keep daily lesson plans*
2. Attention to course of study	☐ ☐ ☑ ☐ ☐	*Quite flexible–allows students to wander to different topics*
3. Knowledge of subject matter	☐ ☐ ☐ ☐ ☑	*Does not know material–has to question pupils to gain knowledge*

E. PROFESSIONAL ATTITUDE

1. Professional ethics	☐ ☐ ☐ ☐ ☑	*Does not belong to professional association or PTA*
2. In-service training	☐ ☐ ☐ ☐ ☑	*Complete failure here – has not even bothered to attend college*
3. Parent relationships	☐ ☐ ☐ ☐ ☑	*Needs to improve in this area–parents are trying to get rid of him*

RECOMMENDATION: *Does not have a place in Education. Should not be rehired.*

—John Gauss (From Phi Delta Kappan)

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COMPETING DEMANDS

By STEFAN H. ROBOCK, *Director, International Business Studies, Graduate School of Business, Indiana University. This article is based on an address to the Indiana University Cosmopolitan Club.*

ONE OVERRIDING issue which faces virtually all underdeveloped countries is that the available supply of money and trained people is never adequate to undertake all of the necessary programs for economic development. And successful development programs require a willingness on the part of educators as well as politicians to make difficult choices and assign priorities.

Educators are agreed that major allocations of funds and people should be made to education programs. But doctors and public health people argue that health is important. Engineers point out that transportation is crucial. Other groups press for improvements in agriculture, for industrialization efforts, and for electric power facilities. All these programs are "essential" for improved social and economic welfare. But when the total money and personnel needs are compared to what is available, we invariably find that we cannot do everything that "must" be done.

I told a group of Peruvians last year that Latin American countries have not given adequate priority to investments in education. They agreed, but explained: "We are a poor country. Only a rich nation like the United States can afford high levels of education." "But," I argued, "the Latin American countries can increase their investment in education if they really have the desire and if they are willing and able to make tough decisions." Then, to illustrate my point, I asked: "How much is your country spending to buy obsolete planes and other military equipment for your armed forces to play with?"

On another occasion I urged a Brazilian high official to give more emphasis to educational programs and he replied: "If I have to make a choice between spending money for a new factory or a school, I will spend it for the factory. The new industry will increase the supply of scarce goods and at the same time be an educational experience for the workers."

The Brazilian rationale in giving priority to industry is persuasive, and the need in Latin America for the government to cater to the military in order to stay in power is realistic. In these specific cases, however, I was strongly in favor of greater emphasis on education at the expense of the competing demands.

But the proponents of larger investments in education are not always the underdogs. In two countries that have had a close relationship with the United States over many decades—the Philippines and Liberia—the educators are on top and probably *too much so* from a development economist's point of view.

The high value placed on education by Filipinos, the unbelievably high rate of literacy for an underdeveloped country—75 per cent—and the large numbers of professionally trained persons all help to explain the fact that the Philippine Republic during the last decade has been one of the fastest growing underdeveloped countries in the world. But as an economist, I must question whether the emphasis on education has been too great in relation to competing demands from transportation, agriculture, forestry, and industry for scarce resources.

If education proceeds at a faster rate than the expansion of jobs, education creates explosive political pressures that can slow up development. India has a large group of so-called "educated unemployed." But the difficulty in India is that higher education has not yet been adapted to the needs of an industrializing society and that the caste problem prevents educated students from taking jobs below their caste. The Philippines, however, prepares graduates in the professional fields needed by a modern economy and still has a growing problem of educated unemployed. The Philippines actually has a surplus of trained doctors, many of whom are being exported to the United States.

It is not an easy task to decide how much of scarce resources should go to education and what should be the time schedule for programs of improved education. And the educators are frequently not too helpful in this task. But assuming that a proper balance is reached in the over-all development plan between education and other necessary development needs, a second set of difficult choices needs to be faced. How should educational resources be allocated among the needs for primary education, secondary education, college and university training, vocational schools, professional schools, and overseas scholarships, and among teachers' salaries, school buildings, supplies, and equipment? Many countries, unwilling to make such choices and erroneously believing that everything can be done at once, are "wasting" scarce resources under the virtuous label of education.

Let me cite one example of the problem of choices within education. Until ten years ago, Liberia in West Africa had done very little in the field of education. Now Liberia is trying to catch up, and the U.S. has given education top priority in its assistance program. But U.S. advisors are urging improvement of educational facilities at all levels at the same time. This includes expanding the University of Liberia into a major institution.

SOME of the disturbing facts are these. Largely illiterate Liberia now has about 60,000 students in schools at all levels. But two-thirds of this total or about 40,000 students drop out before they reach the third grade, and only about 250 students graduate from high school each year. After deducting from these 250 graduates a not inconsiderable number that do not go on to college, a small remainder represents the potential student body for the University of Liberia. Even more serious is the low quality of education. The university has been forced to reduce the quality of its program to a high school level because of the poor preparation of the high school graduates it receives. Shouldn't programs that reduce elementary school dropouts and upgrade the high schools receive priority over the more glamorous university project?

But the Liberian and American educators, not anxious to make hard choices, are still insisting that it is possible to work at all levels at the same time. The results will be, of course, that all educational projects will receive insufficient support and the over-all effort will be diluted and progress delayed.

It's a hard life being an economist. You must tell good people again and again—people who are dedicated to improved welfare and good causes—that they cannot do all that they want to do. The harsh realities of economics dictate that in any underdeveloped country the educational and training programs be guided by a long-range manpower plan that will project the quantities and types of trained people needed at each stage to complement development programs in all fields.

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A LAYMAN'S VIEW ON MERIT PAY

By HAROLD E. ZAUGG

IN THE December Education Supplement, Blaine Cooke ably pointed to the inflexible ceiling on teachers' salaries as the central problem in any discussion of merit vs. schedule systems. He maintained, with good reason, that the merit system was the only realistic means of breaking through this ceiling. In the January issue, Charles Wilson agreed, in principle, with this view, but described in vivid terms some of the difficulties one encounters in the practical administration of any merit system. Neither writer examined the reasons for the existence of this ceiling, or the possibility that it could more easily be circumvented than breached.

Certainly there are many causes for the ceiling, but there is one about which something can be done. Basically, it arises, I think, from the long-ıding habit of most people (espe-..ıly Americans) to regard any large enterprise, profit-making or not, in terms of an administrative hierarchy. From the small child, reading his first success story, to the sophisticated industrial manager devising an ingenious organizational chart, it is taken for granted that the "bosses" or the men near the top of the pyramid are to be paid the largest salaries. In a profit-making business there is good reason for this attitude. The very existence of the enterprise depends on preferentially rewarding those who can make and execute decisions which turn out to be in its own best interests.

Perhaps because, in the United States more than in any country of Western Europe, the public schools have been run like businesses, this attitude has carried over to include all school employees. As a regrettable consequence, the income of the top teacher is too often considered in line *after* that of the lowest-paid administrator. Thus, salary-wise, the top teachers usually find themselves permanently assigned to the middle, or upper middle, of the organizational pyramid. But, by industrial dards, even school administrators generally not highly paid; and it is unlikely that their relative position is getting any better. Faced with this somewhat less than inspiring ceiling on their income, it is not surprising that many good teachers develop a trapped feeling from which their only escape is a change of profession, either to school administration or to some entirely unrelated field.

The obvious way to eliminate this unfortunate state of affairs is simply to provide teachers with a road to advancement completely independent of the administrative one. Instead of having teachers and administrators advance along a single track, with administrators usually taking the lead, they will travel together on two parallel tracks. The organizational chart will then consist of two pyramids, one administrative and one professional, each resting on the same broad base. At first glance, this scheme may appear to be quite unworkable and completely uncontrollable. Nevertheless, it is precisely such an unbusinesslike approach as this that many large businesses have been following in recent years in order to meet an identical situation.

As long as large industrial establishments needed relatively few nonadministrative professionals, this situation never developed. It has been only within the last ten or fifteen years, along with the rapid growth of large research and development divisions, that the problem has become acute. To staff these departments, scientists and technologists had to be hired in huge numbers. But at first no provision was made for them to advance—at least beyond a certain point—in any direction but up the administrative ladder. Faced with no alternative, many good scientists gave up the practice of their chosen profession and became administrators. In many cases this proved to be a fortunate choice both for the individual and for his company. The increased need for good administrators with technical backgrounds was being filled from a natural and mutually convenient source. However, when as also happened too often, a good scientist was "forced" into becoming a poor administrator, both the company and the individual suffered a double loss. This wasteful situation, coupled with the general detriment to professional morale naturally arising from the growing currency of the "trapped feeling," made it clear that something had to be done to encourage good scientists with little administrative inclination or ability to stay in the laboratory where they belonged.

TO meet this need many companies —mostly chemical or pharmaceutical— have instituted special programs of advancement for their technical personnel. Variously named and variously arranged to suit differing needs, they all have one organizational feature in common. Rising from a broad, common base containing within it several beginning steps of promotion are two parallel ladders, one for administrative and one for scientific advancement. Steps on the same level of either ladder have the same status in salary and prestige—for example, "senior associate" matches "assistant director," and "scientific advisor" compares with "director."

No one can say that all of these programs are equally successful, but I have yet to hear of any that have been abandoned. Those companies that have instituted them in one giant step, and in strict adherence to certain clearly necessary principles, generally find that results exceed expectations. Indeed, one large technical organization has even added a third parallel ladder of advancement for the benefit of its supervisory personnel.

The development of suitably adapted programs of this nature for the encouragement and advancement of professional teaching will help significantly to improve the quality of public education in the United States.

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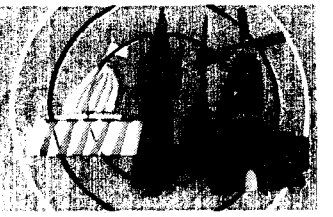
While School Keeps



THE U.S. SUPREME COURT last month, stepped into the middle of one of education's hottest controversies by declaring unconstitutional the use of an official, nondenominational prayer in New York State classrooms. The prayer is as unexceptionable as any prayer could be. Prepared by the State Board of Regents and recommended for daily use in the state's classrooms, it reads:

> "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers, and our country."

The Supreme Court, in Justice Hugo Black's majority decision, however, held that, ". . . it is no part of the business of government to compose official prayers for any group of the American people to recite as part of a religious program carried on by government."

Immediate reaction to the decision was widespread and emotional. Some of the negative response came from the devout who feel that all schools should include religious instruction—that education without a religious context is incomplete. Some, apparently, reflected a fear that the decision would make it even more difficult than in the past to obtain public funds for the support of private and parochial schools. Some of the most vocal reaction came from politicians who appeared to be speaking for the benefit of "the folks back home." The positive reaction came primarily from those who have long been concerned with civil liberties.

Anticipating the objection of the religiously minded, the decision noted that, "It is neither sacrilegious nor anti-religious to say that each separate government in this country should stay out of the business of writing or sanctioning official prayers and leave that purely religious function to the people themselves and to those the people choose to look to for religious guidance."

Fears that the decision presaged a dramatic shift in the Court's attitude toward the church-state issue in education were heightened by Justice Douglas's concurring opinion. He noted that the 1947 decision in the case of *Everson* v. *Board of Education*, in which the Court declared constitutional the use of public funds for the transportation of parochial school students, ". . . seems in retrospect to be out of line with the First Amendment. Its result is appealing, as it allows aid to be given to needy children. Yet by the same token, public funds could be used to satisfy other needs of children in parochial schools—lunches, books, and tuition being obvious examples."

The majority decision, however, despite its sweeping language on occasion, settled the case in point on fairly narrow grounds. The implications it may have for other areas of the broad issue of religion and education are far from clear. But we may all fervently hope that Congress will take no hasty action in response to frenzied cries for constitutional amendments to legalize religious worship in the public schools. Calm appraisal of the meaning and impact of the Court's decision, in the light of our traditional concept of separation of church and state, is certainly in order. Only after such appraisal has been completed should we consider tampering with the First Amendment which, since the founding of the Republic, has served as the precious shield of the liberties of men of every faith—and of none.

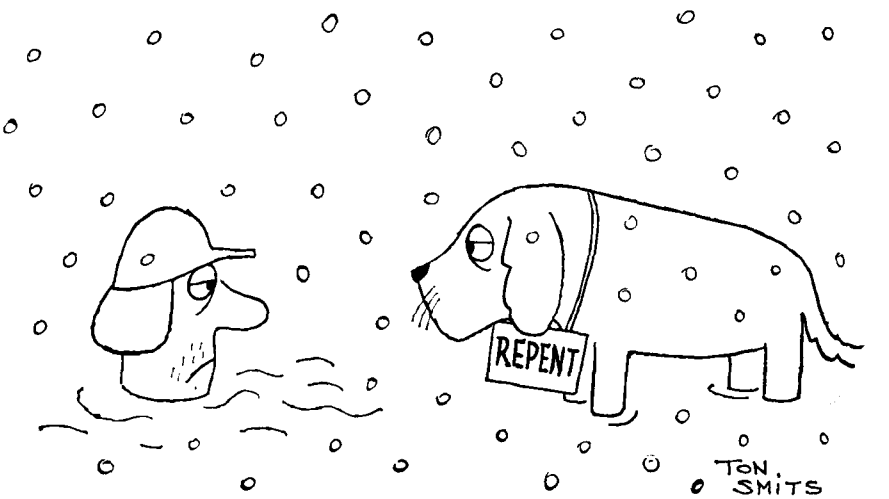
ADMISSIONS OFFICERS at some of the nation's more prestigious colleges have recently, at least by implication, been scaling down the importance of testing in predicting student achievement during the admissions process. Now Henry S. Dyer, of the Educational Testing Service, reports on unpublished studies of ETS which indicate that when College Board aptitude (SAT) scores are combined with high school records the accuracy of prediction is materially increased. At five liberal arts colleges for men, for instance, the median prediction error was reduced by 28 per cent. At five liberal arts colleges for women the reduction was 21 per cent, and at five engineering schools 18 per cent. Dyer's report, "How Adequate Are the Admissions Tests?" appears in the spring issue of *College Board Review*. Reprints are available from College Entrance Examination Board, 475 Riverside Drive, New York 27.

AMERICAN HIGHER EDUCATION is getting another massive infusion of money from the Ford Foundation. Twenty-one private liberal arts colleges last month received grants ranging from $1.5 to $2.5 million and totalling $41.6 million. To be eligible for the full amount of the grants, the recipient institutions must raise an additional $99.8 million in matching funds from other sources over a three-year period.

Part of a $100 million special program aimed at strengthening liberal education in the nation's colleges and universities, the grants are given with no strings attached—they may be used any way the recipient sees fit to advance its long-range plans and goals. The matching-fund requirement is designed as a stimulus for institutions to increase both the number and the size of contributions from alumni, business, industry, and other sources.

To date thirty-five colleges and universities have qualified for grants under the foundation's special program. Five of them, Austin College (Texas), Berea College (Kentucky), Oklahoma City University, University of the South (Tennessee), and Vanderbilt University (Tennessee), are Southern institutions. It may be significant that all five of these institutions admit Negroes.

A COLLEGE SCHOLARSHIP CLEARING-HOUSE to coordinate scholarship information for high school students was projected recently by Boston University. Sponsored by the newly formed Student Aid Council made up of thirty major universities, colleges, and financial-aid agencies in Massachusetts, the



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clearinghouse will seek to avoid the common problem of some students receiving more aid than they need while others get none at all. Immediate aim is an annual directory of financial resources available from the more than 1,000 agencies dealing with financial aid in the state. Long range plans call for extending this and other services to cover all of New England.

THE CANADIAN CONFERENCE ON EDUCATION, held last spring in Montreal, brought together for five days nearly 2,000 educators and laymen to discuss and debate crucial issues in Canadian education. At the same time, local and provincial conferences were debating the same issues all across the land in each of the provinces. This was Canada's second such nation-wide conference—the first was held in 1958—patterned in large part after the White House Conference on Education, held in Washington, D.C., in the fall of 1955. Like the White House Conference, the Canadian Conference raised many issues and settled few.

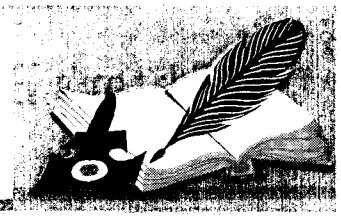
Education in Canada faces special problems in a bilingual nation which divides responsibility for the schools among ten widely dissimilar provincial governments. Vast distances, sparse population in many areas, and two profoundly different cultural and religious traditions compound the problems of decentralized control. Even a national office of education, to provide some semblance of unity among the disparate provincial school systems, is lacking.

Canadian and U.S. schools are different in many ways, but the issues with which they have to cope are remarkably similar. The aims of education, professional status of teachers, student potential vs. achievement, adult education, the limitations of educational research, the citizen's role in education, and how to finance the schools are debated as heatedly there as here. National concern for education in contrast to local control and support of the schools is receiving increasing attention there as it has in the U.S. for a number of years—and the issue remains equally unresolved.

Massive meetings of educators and laymen cannot be expected to provide solutions to knotty problems. They can, however, dramatize crucial issues for a whole nation and increase public awareness of the need for solutions. The Canadian Conference appears to have performed this function admirably. It is possible that American education would benefit from a similar repeat performance of the White House Conference on Education.

—JAMES CASS.

New Books



THE STATE UNIVERSITIES AND DEMOCRACY. *By Allan Nevins. University of Illinois Press (Urbana, Illinois).* 171 *pp.* $2.95. A distinguished historian analyzes the role of state universities in serving the ideals of democracy.

CURRICULUM IN AMERICA. *By J. Cecil Parker, T. Bentley Edwards, and William H. Stegeman. Thomas Y. Crowell Co.* 587 *pp.* $6.75. A discussion of curricular changes in the schools that must be made if education is to remain abreast of technological development.

EDUCATION: AN INSTRUMENT OF NATIONAL GOALS. *Edited by Paul R. Hanna. McGraw-Hill.* 210 *pp.* $4.50. A series of thoughtful essays by prominent educators.

WALK TOGETHER, TALK TOGETHER. The American Field Service Student Exchange Program. *By Katherine T. Kenkead. W. W. Norton.* 101 *pp.* $3.75. A vivid account of a program that each year gives several thousand young people from all over the world the chance to visit this country, and that gives a reciprocal opportunity to young Americans to visit countries abroad.

RENDER UNTO CAESAR. The Flag-Salute Controversy. *By David R. Manwaring. University of Chicago Press (Chicago 17, Illinois).* 321 *pp.* $5.50. A study of the Jehovah's Witnesses' legal struggle against compulsory flag salute in public schools.

BRITAIN IN THE SIXTIES: EDUCATION FOR TOMORROW. *By John Vaizey. Penguin Books.* 118 *pp. Paperback,* 85 *cents.* An English educator demands vast changes in the tradition-bound school system in Britain.

THE NEW AMERICAN GUIDE TO COLLEGES. Revised, Second Edition. *By Gene R. Hawes. Columbia University Press.* 376 *pp.* $5.95. Provides key information on 2,675 undergraduate institutions in North America.

NEGRO EDUCATION IN AMERICA. Its Adequacy, Problems, and Needs. *Edited by Virgil A. Clift, Archibald W. Anderson, and G. Gordon Hullfish. Harper.* 315 *pp.* $5.95.

EDUCATIONAL ISSUES IN A CHANGING SOCIETY. *Edited by August Kerber and Wilfred Smith. Wayne State University Press (Detroit 2, Michigan).* 477 *pp. Paperback,* $3.95. Readings on the state of education today.

THE HANDBOOK OF PRIVATE SCHOOLS. 43rd Edition, 1962. *Porter Sargent (11 Beacon St., Boston 8, Massachusetts).* 1,344 *pp.* $10. An annual descriptive survey of independent education.

EDUCATION IN SOCIAL AND CULTURAL PERSPECTIVES. *By Harold L. Hodgkinson. Prentice-Hall.* 243 *pp. Paperback,* $2.95. A sociological study of our educational system.

EDUCATION IN WORLD PERSPECTIVE. *Edited by Emmet John Hughes. Harper.* 201 *pp.* $4.75. A series of addresses on education given by women leaders from nine foreign countries at a recent conference held at Vassar College.

THE MONTESSORI METHOD: A REVOLUTION IN EDUCATION. *By E. M. Standing. Academy Library Guild (P.O. Box 549, Fresno, California).* 209 *pp.* $4.50 A guide to the principles and methods of the Italian innovator in elementary education, Maria Montessori.

THE AUSTRIAN SCHOOL REFORM. *By Ernst Papanek. Frederick Fell, Inc.* 130 *pp.* $4. A description of the school system in Austria between the two world wars, a system that greatly influenced the revolution in American education during the past half century.

THE ROLE OF SCHOOLS IN MENTAL HEALTH. *By Wesley Allinsmith and George W. Goethals. Basic Books.* 337 *pp.* $7.50. A study on how good mental health may be fostered in the nation's schools and how poor mental health may be detected and treated.

THE COUNSELOR IN A CHANGING WORLD. *By C. Gilbert Wrenn. American Personnel and Guidance Association (1605 New Hampshire Ave., N.W., Washington 9, D.C.).* 195 *pp.* A blueprint for school counseling that will meet the challenge of preparing young people to cope with the problems of the future.

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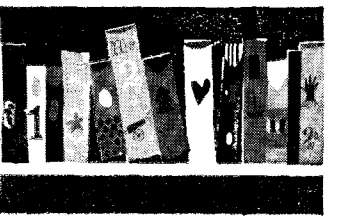
the Editor's Bookshelf



TEACHING MACHINES OFFER both a threat and a promise to American education. The promise is that they will make possible faster and more effective learning and will enable each student to progress at his own best rate without being held back or pushed ahead too fast by others in his class. The threat grows out of the fact that there are enormous profits to be made in producing and selling the machines and the programs used in them and that the urge for profits will cause manufacturers and publishers to oversell them with exaggerated claims before good programs have been developed.

It has been estimated that more than 100 firms are now engaged in making machines and programs. Some have recruited able professional staffs and plan to devote a considerable amount of time and money to the production of sound programs before they are put on the market. Others are rushing into production with untested programs and offering them directly to parents with hard-sell advertising and promises of results that no professional would make for his services.

There is nothing terribly complicated about the teaching machine itself, but the production of the program for learning is not a job for amateurs and unfortunately there are, as yet, very few professionals available—the field is too new. At the very minimum the team assigned to the production of a program for the teaching of a course such as algebra should include a mathematician who has a sophisticated knowledge of algebra and a psychologist who has a thorough grasp of the learning theory which is basic to programming. Writing the program will require many months of hard work, and the program should not be put on the market until it has been thoroughly tested on children and evaluated by an independent professional group.

For those who want to know more about the complexities of programmed instruction, two new books are available. **"The Learning Process and Programmed Instruction,"** by Edward J. Green, (Holt, Rinehart and Winston, 228 pp. $4.00) is a psychologist's sophisticated analysis of the basic conditioning process and of the assumptions, definitions, and techniques that underlie programming. Green's conclusion is cautious, "Only one thing is certain. No matter what the potentialities of this technique may be, it is a tool. It will be only as good or as bad as the uses to which it is put. All the argument favoring programmed instruction and all the polemics damning it are but breezes in the trees."

Green's interpretation of programmed learning relies heavily on the behavioristic theories of Professor Skinner of Harvard, and readers without a background in psychology will find his book difficult.

A more popular explanation of programming is available in Benjamin Fine's **"Teaching Machines"** (Sterling Publishing Co., 176 pp., $3.95). Mr. Fine does not assume any previous knowledge of the subject on the part of his readers but describes the machines and the programs and reports on his visits to schools using them. He sent questionnaires to 300 school superintendents and state commissioners of education and reports that nearly all said that they were experimenting with teaching machines. Fine concludes, "Everybody can learn with teaching machines—students of all ages, adults, factory workers, military personnel."

PRESIDENT LOGAN WILSON of the American Council on Education has described the American university as "an agglomeration of entities connected only by a common plumbing system." The entities include a wide variety of independent departments, a covey of deans, a student body with its many fraternities and sororities and other "activities," a library, numerous laboratories, student personnel services, health services, a bureau of alumni affairs, a football team, a board of trustees that wants more power, and a faculty that wants it to have less.

Inevitably such an agglomeration becomes a bureaucracy and one of the principle characteristics of a bureaucracy is a hierarchy with its lines of authority. But professors do not like a hierarchy that includes administrators, and neither professors nor students have any great fondness for authority. The result is that the university president who stands in the middle has an extraordinarily difficult job.

The latest of the many college presidents to comment on these difficulties is John Millett, president of Miami University (Ohio) who is also president of the State Universities Association. In his book **"The Academic Community: An Essay On Organization"** (McGraw-Hill, 265 pp., $5.95), Dr. Millett presents an informed analysis of the forces that control a modern American university, including the faculty, students, alumni, board of trustees, and administration. Some of his comments appear below. P.W.

From "The Academic Community," by John D. Millett

BOARDS OF TRUSTEES:

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Reluctant Lovers

"The Federal Interest in Higher Education," by Homer D. Babbidge, Jr. and Robert M. Rosenzweig *(McGraw-Hill Book Co., 214 pp., $5.95.)*

By DAVID D. HENRY, *President of the University of Illinois.*

HIGHER education and the federal government, a topic of prime importance to the American people as individuals and to the nation, unfortunately has a limited bibliography of first-rate commentary.

"The Federal Interest in Higher Education," by Homer Babbidge and Robert Rosenzweig, immediately takes a place at the top of that list, useful both to the new and the experienced observer, and to the less-than-expert but concerned and thoughtful citizen. It should contribute significantly to a much-needed clarification of the issues of federal participation in the expenditures on higher education.

The presentation has the virtues of an academic analysis — objectivity, sound structure, perspective. It also reflects the sense of immediate reality and practical wisdom which come from involvement, for the authors have had first-hand experience in Washington as well as in universities.

The material is simply and coherently organized. Each division flows smoothly into the next: Historic Federal Interest in Higher Education; the Posture of Government; the Posture of Higher Education; the Issues; and the Future Dimly Seen. The comprehensive notes are useful without detracting from readability.

This clean outline should not mislead one as to the depth or scope of the book. There is nothing superficial about this relatively brief discourse. Penetrating analysis rather than extensive description is its key characteristic, yet the treatment is complete in covering the main concerns about the relationships between the federal government and higher education.

The discussion is, in the main, pository and point by point, not aggressively argumentative; yet the authors clearly pursue a thesis:

> It is no longer appropriate to argue whether or not there is a Federal interest that should be expressed in the form of assistance. The questions that remain have to do with the extent and nature of the interest and the amount and kind of assistance.

Most readers will find the book informative and interesting, whether or not they agree with its findings. The style is lucid. Many passages are insightful and cogent. For example, in "The Issues," the authors point out that considerations other than federal control are at stake:

> If the threat of an unwelcome intrusion upon educational matters must be guarded against, there is another kind of threat which is less obvious but perhaps even more imminent. It is the danger that comes from too much extemporizing; from too great a reliance on stopgaps and crash programs; and in general from too high a regard for immediately visible needs and measurable results and too little concern for the long-term health of the educational system.

There is an increasing awareness both on the part of those who invite and those who resist federal involvement in higher education that such involvement is bound to increase. Although this awareness, according to the authors, has come with some apprehension on both sides, "a mutual self-interest, to the benefit of society at large, has been moving these reluctant lovers into a close and continuing embrace." The authors continue:

> Neither party, however, is yet willing to admit publicly that the relationship is more than a passing affair. As a result, the government, on its part, has barely begun to consider seriously the kind of organization needed to deal effectively with higher education on a systematic, long-range basis.

The book is flavored throughout with delightfully expressed insights into political action and institutional behavior in our democracy. Consider this one:

> In a very real sense, an "issue" in public affairs is whatever people think is an issue. Regardless of how inappropriate or irrelevant a given factor may seem to be, if it is sufficiently important to a large enough number of people to influence their behavior, then it must be dealt with. Maybe it ought not to be important, and maybe the fact that it is important is proof of public irrationality, but history is strewn with the dashed hopes of those who were so taken with the world as it ought to have been that they neglected the world as it was.

Admitting that the American government "is not a tidy one" in its operations, and that "the forces which cause a lack of coherence are strong and sustained," the book is premised on Jefferson's assertion that education is "among the articles of public care" and that a way will be found to shape the evolving partnership between the government and higher education so that "this care is discharged in ways that will do credit to all those who share it and will bring benefit to all who depend on it."

The book reflects the sense of urgency about the need for public action which all serious students of the problem of adequate support for higher education now feel. An oversimplified debate about "federal aid" to higher education is really no longer relevant. "What is needed from the government is a point of view toward higher education that includes an end to the notion that institutions of higher education are self-regulating, self-feeding production machines that can be called on indiscriminately to produce goods and services without damage to the mechanism."

Events do not move themselves, however, as the book emphasizes, and both the government and higher education have a responsibility to deal with the "complicated and sensitive" process of policy making at the national level more intelligently than in the past.

The authors state in the Preface that "The Federal Interest in Higher Education" represents "an early exploration of a subject as uncharted as it is vast." The interval between the beginning of a sustained federal policy for higher education and its crystallization in adequate form may be longer than the public interest requires—but the chart lines delineated by Babbidge and Rosenzweig will be useful guides for a considerable period.

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College Provincialism

"Undergraduate Education in Foreign Affairs," by Percy W. Bidwell *(King's Crown Press, Columbia University, 192 pp., $5.00).*

By DAVID G. SCANLON, *Professor of International Education at Teachers College, Columbia University.*

AMERICAN college graduates have often been labeled politically provincial. Professors from American universities who have visited and taught abroad, as well as foreign visitors, have commented on the apparent lack of interest in foreign affairs on the part of undergraduates in the United States. During the past decades, particularly since World War II, there has been a plethora of statements and speeches bemoaning the fact that college students and graduates have a hazy knowledge of non-Western cultures, the dynamics of international relations, and American foreign policy. The interest on the part of some college graduates in overseas service through such activities as the Teachers for East Africa Program and the Peace Corps has perhaps created a false impression and given the notion that such interest is universal. Those who hold such a view will find little support in Dr. Bidwell's book. "Undergraduate Education in Foreign Affairs" confirms the opinion held by many that undergraduates in the United States receive scant instruction in international affairs.

Dr. Percy Bidwell, formerly Director of Studies for the Council on Foreign Relations, undertook the study under a three-year grant from the Carnegie Corporation. It was designed to determine "how much and what kind of instruction was being offered college students to give them some sense of the realities of our foreign policy and the nature of world affairs." Knowledge of foreign affairs was interpreted as: "acquaintance with the history, the geography, and the political, social, and economic institutions of the major foreign countries, with the racial characteristics, their cultural achievements, and their religious beliefs."

With this broad interpretation of "foreign affairs," the study cut across broad areas of the undergraduate curriculum. The book is concerned with the ordinary students, not those majoring in history, international relations, or some area concerned with foreign relations. The report covers four-year institutions of higher education — colleges, universities, technical institutes, and teachers colleges. As a reinforcement to the depressing observations made by Dr. Bidwell and his colleagues, a test on foreign affairs was designed to determine how much undergraduate students, who were about to receive their Bachelor's Degree, knew about foreign affairs. On the average, they were able to answer only 55 per cent of the questions.

Mr. Bidwell suggests that it will take more than introducing new courses and revising present courses to make students conscious of international affairs. The approach has to be started in the elementary schools and gradually be built so that the student comes to college with a background and interest in foreign affairs.

The author criticizes the parochial point of view that appears to prevail in many U.S. History courses and the lack of international content in introductory government, economics, sociology, and anthropology courses. He believes that part of the problem could be solved by offering more material on foreign affairs in these "major traffic" courses.

But the basic problem is, as the author indicates, more than revising courses. To revise the college curriculum successfully to include Dr. Bidwell's many suggestions would represent a major change in the attitude of many professors in many disciplines.

As desirable as Dr. Bidwell's suggestions may be, one might seriously question whether or not they can be made operative at the present time. Dr. Bidwell will find many professors supporting his idea of internationalizing the curriculum, but the same professors will find it extremely difficult to revise the present crowded curriculum. What is to be eliminated from present courses in order to add this new dimension? Certainly, not all departments will share Dr. Bidwell's sense of urgency in this matter.

For the harried faculty member who has been concerned with adding world perspective to the undergraduate curriculum, there is little in the book that is new. He may find some consolation in knowing that the problem is not local but national.

If you love children, your heart will go out to Tommy Littleraven, a 9-year-old American Indian boy who is attending school off the reservation for the first time. Going to school in town frightens Tommy. He is afraid that his non-Indian schoolmates are laughing at his tattered clothing, at his faulty English.

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majority rule in political elections.

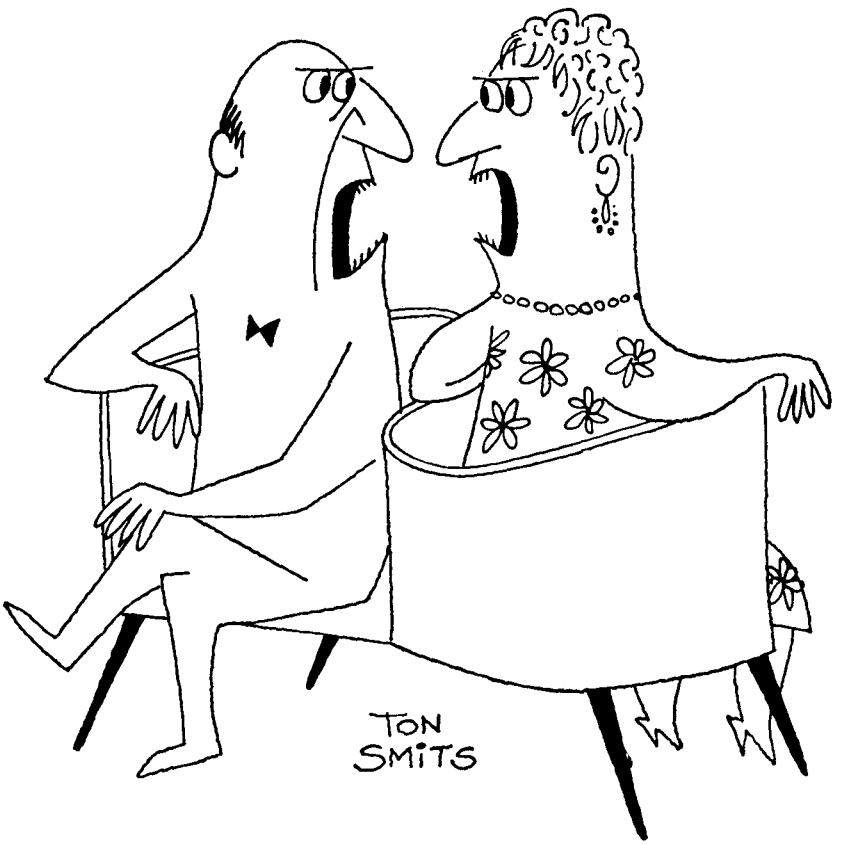
Then, if a majority of the speakers of American English use "ain't," "knowed," "I'll learn you," "I laid on the bed," "who did you see," "between you and I," "like a cigarette should," these forms are by definition standard usage, and the corresponding minority forms, though sanctioned by traditional grammars, are, if not incorrect, at least obsolescent.

It may be argued, as does our Professor of Microbiology in *Science*, that "weighing the speech of casual speakers with no pretense of expertness on the same IBM card as usages of topnotch writers of past and present is an example of what the modern linguist calls 'science.' Tabulation is not science. Public opinion polls do not settle questions of science, or even of right and wrong. . . . If the guttersnipes of language do more talking than professors of English they get proportionally more votes."

But the structuralistic linguists can easily reply that language is a matter of habit and convention, not of dogma or esthetics, and that if the basic purpose of semantic communication is achieved, it matters little what linguistic form is used. In engineering, calculations as to stresses and structures must be precise and correct, under penalty of seeing the bridge collapse. In medicine, correct dosage is essential, under penalty of seeing your patient die. But in language, the use of a substandard for a standard form seldom leads to irreparable consequences; at the most, as picturesquely stated by a leader of the school, you may not be invited to tea again.

On the other hand, members of the American school of linguistics are not always consistent in the application of their democratic and equalitarian principles. In reply to his critics, Dr. Gove remarked that while comments in lay newspapers and magazines had generally been unfavorable, the learned journals had not yet reviewed the new edition. The implication seemed to be that favorable reviews from a few members of his own clique, read and approved by a small circle of professional structuralistic linguists, would more than offset the generally unfavorable reaction of newspapers like the New York *Times* and magazines like the *New Yorker*, which appeal to large audiences of cultivated laymen. This not only puts the process of democracy into reverse; it comes close to setting up a hierarchy of professional linguists acting as the Voice of Authority for a recalcitrant majority of educated people.

There is no doubt in my mind that widespread localisms, slang, vulgarisms, colloquialisms, even obscenities and improprieties, should be duly noted in a comprehensive dictionary, whose first duty is to record what goes on in the field of language. Should such forms be labeled and described for what they are, not in a spirit of condemnation, but



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merely for the guidance of the reader? That, too, seems reasonable. If this procedure helps to slow up the inevitable process of language change by encouraging the speakers to use what the older dictionaries call standard forms, and discouraging them from using substandard forms, this impresses me as a distinct advantage. Too rapid and too widespread language change is a hindrance to communications. It lends itself to confusion and misunderstanding. The use of a more or less uniform standard by all members of the speaking community is desirable in the interests of efficiency rather than of esthetics. There is no question that within the next 500 years the English language, along with all other languages spoken today, will be so changed as to be practically unrecognizable. This will, happen whether we like it or not. But need we deliberately hasten and amplify the process? Between sudden revolution and stolid reaction there is a middle ground of sound conservatism and orderly change.

Also, without being puristic to the point of ejecting "ain't" and kindred forms from a dictionary of recorded usage, it might be worth while to recognize the existence of a standard language, neither literary nor slangy, which has acceptance and is understood practically everywhere in the country, even if everybody does not use it. Such phrases as "Them dogs is us'uns" and "I'll call you up without I can't," which an American structural linguist claims are good, meaningful language to him, merely because they are uttered by some native American speakers, definitely do not form part of that standard language. By all means let us record them for our own information and amusement, but let us not try to palm them off on the public on the general ground that the native speaker can do no wrong, and that "correct" and "incorrect" are terms that can be legitimately applied only to the speech of foreigners attempting to use English.

Language is something more than a heritage of sentimental value. It is an indispensable tool of communication and exchange of ideas. The more standardized and universal it is, the more effective it is. The more it is allowed to degenerate into local and class forms, the less effective it becomes. It may be perfectly true that in the past language has been allowed to run its own sweet, unbridled course, with the chips falling where they might. We are now in an age where we no longer believe in letting diseases and epidemics run their natural course, but take active, artificial means to control them. In fact, we endeavor to control natural, physical, and sociological phenomena of all descriptions, from floods to business cycles, from weather to diet, from the monetary system to racial relations. Is it unreasonable for us, far from leaving our langauge alone, as advocated by the American school of linguistics, to wish to channel it in the directions where it will prove of maximum efficiency for its avowed function, which is that of semantic transfer?

FOR the concern of that other burning question, standards of writing, as apart from standards of speech, ought we not to recognize that until such a time as tapes, recordings, dictaphones and spoken films altogether replace our system of written communications, the latter should be viewed and treated with respect? Again, we need not let ourselves be led too far afield by purely literary or esthetic considerations. The written language, in a modern civilization, is practically on a par with speech as a communications tool. It is incongruous to see our American structuralistic linguists devote so much painstaking attention to phonetic phenomena like pitch, stress, intonation, and juncture, to the fine distinctions between "a light housekeeper" and "a lighthouse keeper," "an iceman" and "a nice man," and yet shrug their shoulders at correct spelling, punctuation, and capitalization. More misunderstandings have occurred over misplaced commas than over misplaced junctures, and a wrong spelling can be just as fatal as a wrong intonation.

Perhaps the time has come, in language as in other fields, for the return of reason, and its ascendancy over dogma, whether the latter be of the puristic or of the structuralistic variety.

Above all, there is need for sound, scientific consideration of *all* the facts of language, not merely that portion which happens to suit the tastes and inclinations of a small group. Language is more than a set of phonemes, morphemes, junctures, and stresses. It also happens to be our most important instrument of semantic transfer, and the common possession of all of us. If democracy means anything, we, the speakers, have the right to have our say as to how it shall be viewed and used, and not to be forced to subscribe to the prescriptive excesses of what the European professor of linguistics describes as "the God's Truth School."

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Johnson

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ment didn't offer it) and only vaguely aware (from an education course) of the current controversy between proponents of structural linguistics and advocates of conventional grammar. What will be the major emphasis in her junior high school English classes? Grammar, of course, and what literature there is may consist of whatever novel is in the anthology, some short stories by Poe and O. Henry, and a long poem by Longfellow. The rest will be free reading of "adolescent literature" on romance and nursing for the girls, and war, sports, and automobiles for the boys.

Somewhere, at this very moment, an engineer, a doctor, and an AAUW member on a school board are doubtless fighting the good fight to employ a junior high school science teacher who has his master's degree in physics rather than education. The fact is, however, that most students who do graduate work in physics will be advised by their physics professors (and their common sense) to sell their valuable talents to some one other than a board of education. Those who actually become junior high school teachers may find th Ohm's law is the most advanced physic they teach, and that a large part of the time they must deal with such matters as testing food for starch with iodine, reading a weather map, and tracing the flow of blood through the heart.

Nevertheless, a curriculum must obviously be planned with the maturity and requirements of the learners in mind, not the strengths and desires of teachers. Yet, if the nature of the curriculum affects the availability and enthusiasm of teachers, so, too, the improvement of curriculum depends in the main upon the discontent and initiative of teachers. Administrators, laymen, and professors from both the scholarly disciplines and professional education can encourage and assist them, but in the final analysis, teachers, singly and in groups, must do the job. What deters them is not so much their own shortcomings as certain beliefs which are prevalent in many communities: that the problems in the junior high school are inevitable and unsolvable; that the junior high school must forever remain as it has been; that some outside authority really decides all the questions; that getting rid of the junior high school altogether will ta] care of the problems.

Many specific suggestions could offered for the improvement of th riculum at this level, but this is a ma on which those who are in a position to

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make the changes must work. It might be urged, though, that the changes be in the direction of greater emphasis on significant ideas as opposed to inert facts, greater continuity of intellectual development; greater flexibility of programming, particularly in the area of the "arts," for pupils who differ so greatly; and at least as much attention to independence in studying and thinking as in the social and emotional spheres. The fact that many junior high school pupils are so preoccupied with their adolescent developmental problems that they are distracted from learning may be, in part at least, of our own making. If we could provide a curriculum which would engross their attention more fully, they might then be distracted from many of their physical, social, and emotional problems.

ONE can insist that the curriculum of the middle school, and specifically its intellectual component, is in need of reexamination without implying that efforts to take into account the transition from childhood should be abandoned or neglected. Many problems, such as those relating to the grouping of pupils and the maintenance of standards, cannot be solved satisfactorily until the curriculum is reformed. For example, we currently form instructional groups, and then either fail to provide curricular differences or attempt to adapt the curriculum to each group.

Instead, we should reverse the process by organizing the curriculum first and then forming the groups accordingly. We define junior high school courses in terms of grades, when we know there are greater differences among pupils *within* seventh grade than there are *between* an average seventh grader and an average senior. It is impossible to speak of standards without reference to relatively specific and stable curriculum elements, and the grade concept has lost its usefulness for this purpose.

To return to the opening metaphor, euthanasia is not the answer to the junior high school's malady, but a curricular lobotomy may be necessary. The present dosage of vitamins will not give us the kind of middle school we need.

Letters to the Editor

Continued from page 39

munity and not just for ourselves or our kind.

RICHARD W. SCHMIDT.
Vero Beach, Fla.

I HAVE BEEN WAITING for the type of letter written by Janet Mayer [*SR*, June 16]. May I answer by saying that not all the 20,000 teachers who stayed at their jobs during the strike are "spineless, weak, timid."

Most of them felt that the hysterical, juvenile bad behavior shown at the UFT meetings did not represent the feelings of the majority of the teachers in New York. As for accepting the gains which may be achieved by the strike—we will refuse them if and when Miss Mayer refuses the salary which we who have fought for thirty years gained for her!

May I remind Miss Mayer that as late as 1943, the elementary school beginning salary was $1,606. The gains made since 1943 were not handed to us by a benevolent Board of Education! We fought and fought hard for every one of those dollars and, incidentally, we did not strike. If and when an organization which truly represents the majority of the 40,000 New York City teachers suggests a strike—I shall be proud to join the picket line and I'm sure thousands of others will join me.

What makes the noisy, ill-informed UFT group think that it is they who just discovered that we are underpaid and unfairly treated?

SARA J. HAVEN,
New York City Teacher.
Forest Hills, N.Y.

PLEASE ASSIST ME with my problem. Some of the modern English used by New York teachers baffles me. Here are excerpts from letters printed in your June 16 Education Supplement.

"When the hell are the non-teachers going to stop beating the words 'professional,' 'respect,' and 'security' to death?"—Gus Franza, Teacher of High School English, Port Jefferson, N.Y. The thought conveyed by the phrase "When the hell" escapes me. The writer's alluding to a symbol of destruction would seem more appropriately tied to the beating, not the stopping, if such a phrase is to be meaningful.

"Everyone had already made up their mind . . . " ". . . what those 4,775 teachers were voting for was whether or not to hold the strike on April 11, or wait a week."—Seraph M. Petrusa, Active NYCUFT Member, Flushing, N.Y. The picture I get is this: Individual teachers acting individually made up a collective mind. Then to implement their decision, a vote was taken at which the choice was to vote for holding the strike on April 11 or waiting a week, or to vote against the strike on April 11, or waiting a week. If I have the correct picture, it is no wonder that, "No one voted against the strike." But I am not sure that I have the correct picture.

So please, sir, try to understand the problems of a small town resident who wants to know what is going on in the big city. All help will be deeply appreciated.

PAUL B. BEATTY, JR.
Hamlet, N.C.

HEARTIEST COMMENDATIONS from one fellow editor on the way you have handled the response to your treatment of the New York City teachers' strike. You confirm my faith in the *Saturday Review* as being one of the sanest and most honest of commercial publications today. And believe me, I know it takes a bit of guts to print that many letters from people who don't agree with you.

STANLEY ELAM,
Editor,
Phi Delta Kappa Publications.
Bloomington, Ind.

I'VE READ with interest the reviews and comments on the New York teachers' strike. Perhaps we as parents should also strike. We are plagued to death with heavy school expenses. Certainly teachers are not hired as baby-sitters, but on the other hand, they are not hired as financiers, either. Perhaps what our nation needs in this crisis is not more teachers, more money, and more argument, but less frivolity.

We have some dedicated teachers and they deserve credit. We also have some that are stinking up the whole profession and unhappily I'm inclined to think they are not in the minority. I know quite a few personally.

I have, at least for the present time vowed that I'll no longer be a party to this type of stupidity. Nor will I pay such people wages on a higher scale for work they don't perform. I as a parent am angry. I do not know or care who is to blame. But I do know in my small way I'm going to strike back.

JO ANNA KARGER.
Moab, Utah

ON APRIL 16 your research assistant wrote to me as editor of the American Federation of Teachers, requesting the Organization's stated policy on teacher strikes.

As editor, under contract, I replied to her. Upon my return from a vacation I found in your *Saturday Review* of May 19 a full-page reproduction of the letter which I sent to her.

Your reproduction of this letter, which I simply wrote to a research assistant of the *Review* in an effort to be helpful, has placed me in a very embarrassing and difficult position with the Official Staff and the membership of the Federation. It must be made quite clear that I have no authority to serve as spokesman for the American Federation of Teachers, nor to make or be quoted in matters of policy for that Federation.

A statement of such policy for publication certainly should come from the president or other official of the American Federation of Teachers, and a clarification of my position in this regard is in order in your columns.

MARIE L. CAYLOR,
Editor—American Teachers,
American Federation of Teachers.
Chicago, Ill.

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(Continued from page 59)

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KINGSLEY DOUBLE-CROSTIC NO. 1477

Reg. U.S. Patent Office

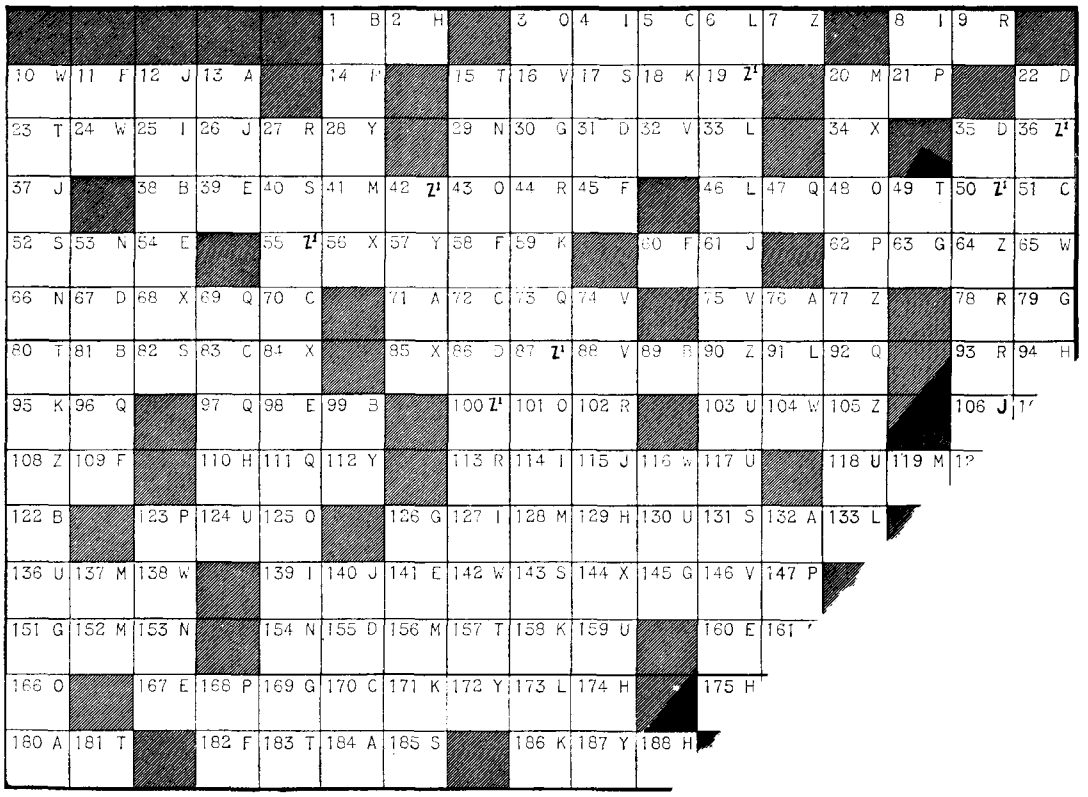
By Doris Nash Wortman

DEFINITIONS	WORDS
A. Composer of the music for "Die Wacht am Rhein" (1815-73).	71 107 13 76 132 180 184
B. Track event in which the U.S. holds all world records, either won or tied.	1 89 38 122 81 99 177
C. Envelops as with a garment.	72 51 5 121 70 170 83
D. Trumpet creeper of the U.S.	35 31 178 22 86 67 155
E. Pigsty.	98 141 148 160 39 167 54
F. Rarefied; pure; celestial.	11 60 109 58 45 176 182
G. Bats again a baseball, with no swing.	126 169 30 151 79 63 145
H. Relation between a harmless guest insect and its host.	188 2 110 129 174 94 175
I. Popular ballroom dance from before the Twenties (comp.).	4 150 127 25 8 114 139
J. Describing a light boat to be propelled by oars.	140 61 106 115 37 12 26
K. Well-known figure, but lacking special distinction for either valor or achievement.	59 171 158 186 149 18 95
L. Complete entity; whole number.	173 162 33 6 91 46 133
M. Continuous.	156 20 152 119 137 41 128
N. Family of geese.	153 29 66 154 53 161

DEFINITIONS	WORDS
O. Flat mold for casting precious metal for sale as bullion; frying pan.	166 120 48 3 101 125 43
P. Parts of stamens which contain the pollen.	14 21 123 168 179 147 62
Q. Feature of men's sartorial appearance now rapidly *regaining popularity* (2 wds.).	73 111 69 47 92 96 97
R. Jostled rudely.	44 27 113 9 93 78 102
S. Under private consideration (2 Latin wds.).	82 185 40 143 131 52 17
T. The internal shell of a cuttlefish.	80 181 183 49 23 157 15
U. English novelist esp. of tales with S. African backgrounds (1856-1925).	124 118 103 159 136 130 117
V. The child of a wish, acc'g to King Henry IV.	75 74 146 32 88 135 16
W. What's left of a cone or pyramid after the top has been cut off, parallel to the base.	142 116 104 138 10 65 24
X. Where "Love . . . in gay attire is seen", acc'g to "The Lay of the Last Minstrel" (2 wds.).	56 164 84 34 68 85 144
Y. Sneaky.	28 163 172 134 187 57 112
Z. Both Aeschylus and Thespis were called the *father of this at different times.*	108 64 90 165 77 7 105
Z¹. Another distinguishing word for the great Prose Edda.	19 100 36 87 55 50 42

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.



Solution of last week's Double-Crostic will be fc

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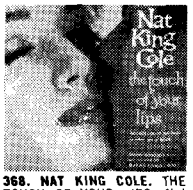

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[illegible]olin [illegible]

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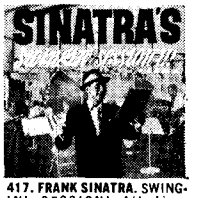

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